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ABSTRACT

Photographs, building plans, location maps, site plans, and descriptive material for 12 small elementary schools are presented in this publication. The plans presented cover physical facilities of the type and quality that are required for the successful operation of the educational programs offered by small schools. Each of these plans reflects (1) the efforts made by those responsible for the educational program to acquaint the planning consultant with the program; (2) the effort made by the planning consultant to secure the type and quality of facilities needed for the effective and efficient operation of an educational program; and (3) the effort made by the architect to provide the facilities needed to produce an overall design that creates a wholesome learning environment for pupils--one that contributes toward the betterment of the environment in the area served by the school. (Photographs may reproduce poorly.) (Author)

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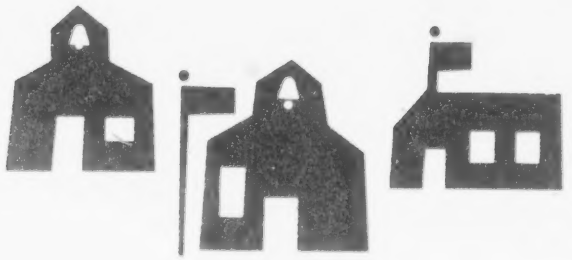
12 SMALL CALIFORNIA SCHOOLS



Prepared by
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EA 004 886

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Foreword

California school districts that maintain elementary schools are responsible for offering educational programs that provide equal opportunity for every pupil to participate in the programs and to profit from his participation to the full extent of his ability. This responsibility is equally great regardless of the number of elementary schools maintained by a district, the number of pupils enrolled in the schools, or the areas in which the schools are located.

To maintain educational programs of the type required, the elementary schools must have facilities that are both adequate and properly designed. Those for each school must be designed to facilitate the successful functioning of the program, accommodate the maximum enrollment anticipated, and permit flexibility of space usage.

The plans presented in this publication make apparent the high-quality, serviceable facilities of certain small California elementary schools. In each instance the facilities reflect the results of careful study of program requirements and full consideration of the local environment and community needs – essential ingredients of purposeful and intelligent school planning. I am hopeful that wide use will be made of many of the building features presented here in planning facilities for small California elementary schools.

Max Rafferty

Superintendent of Public Instruction

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Introduction

The educational programs offered by California schools must be of sufficient scope and depth to meet the needs of every child. And the programs must be operated so that equal educational opportunities are provided for all of the children of all of the people. To make these provisions, every school, regardless of the size of its pupil population, must have a physical plant that is designed to provide facilities that are (1) conducive to the effective and efficient operation of the educational program; (2) sufficiently flexible to permit changes in the educational program to be made with relative ease as they are needed; (3) adequate in size to accommodate the school population; and (4) adaptable for community use. Herein lies the reasons that school planning is all important.

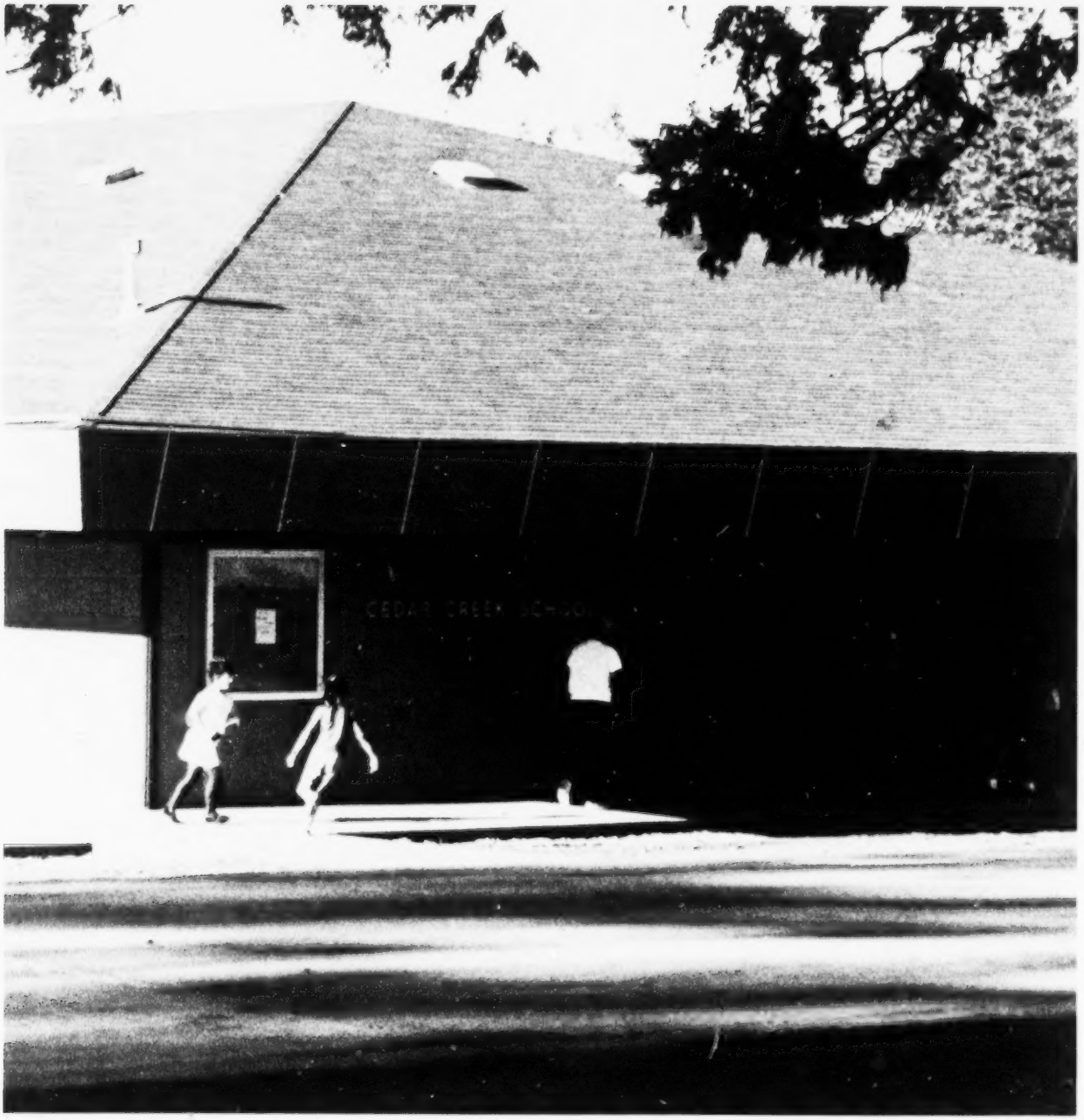
The plans for small schools that are presented in this publication provide physical facilities of the type and quality that are required for the successful operation of the educational programs offered by small schools. Each of these plans reflects the effort that those responsible for the educational program made to acquaint the planning consultant with the program; the effort the planning consultant made to secure the type and quality of facilities needed for the educational program to be operated effectively and efficiently; and the effort the architect made to provide the facilities needed and to produce an overall design that creates a wholesome learning environment for pupils and that contributes toward the betterment of the environment of the area served by the school.

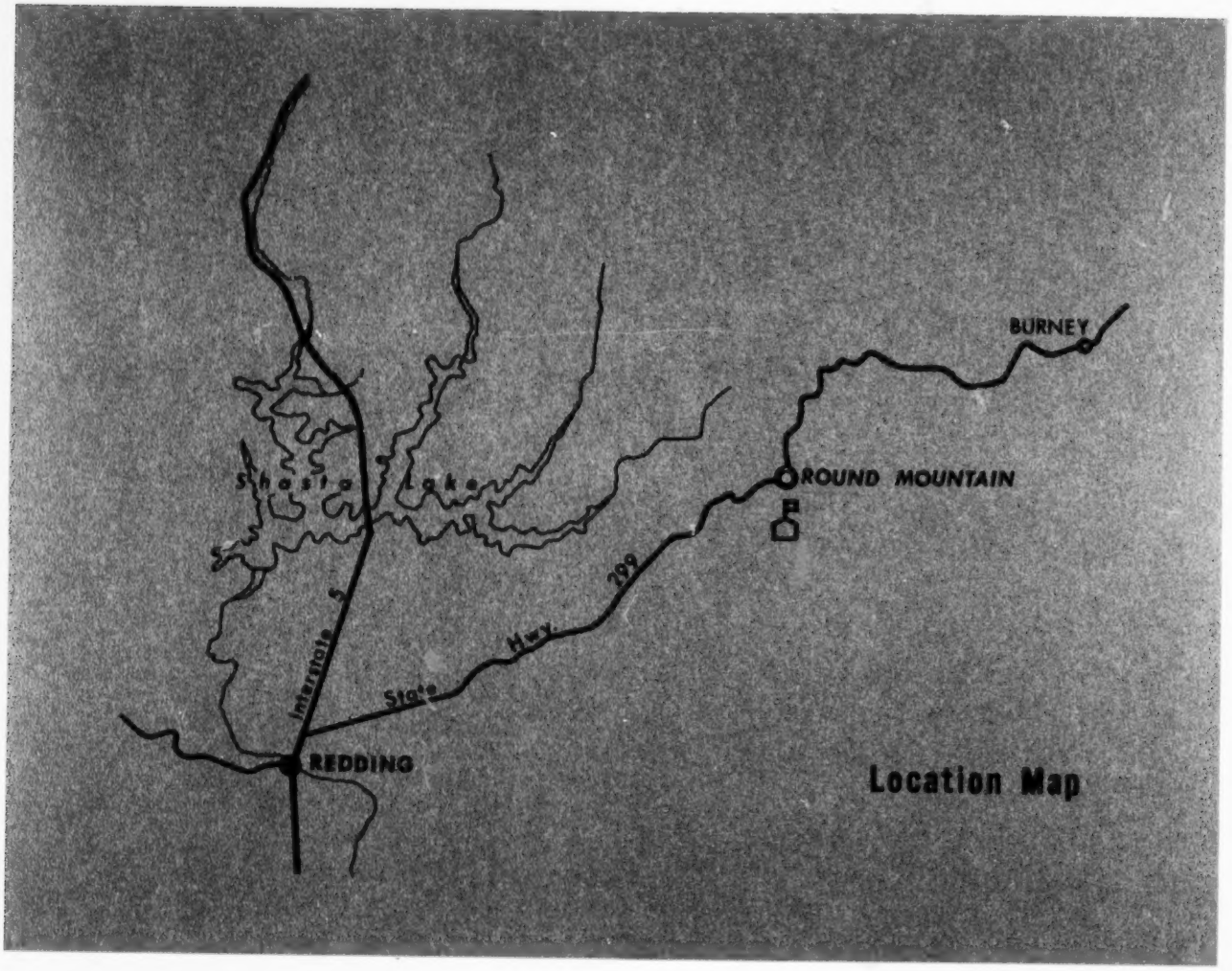
The Bureau of School Planning commends the governing boards and the administrators of the school districts in which these small schools have been constructed for their masterful planning and expedient action. Hopefully, all areas of California where small schools are necessary now have or will soon have plants of equally high quality.

RAY H. JOHNSON
Associate Superintendent of Public Instruction; and Chief, Division of Public School Administration

CHARLES D. GIBSON
Chief, Bureau of School Planning

CEDAR CREEK ELEMENTARY SCHOOL





CEDAR CREEK ELEMENTARY SCHOOL

(Grades one through eight; Enrollment 48)

Cedar Creek Elementary School District
Wilke, Woodward & Nichols, *Architects*
William J. Wynn, *Field Representative*

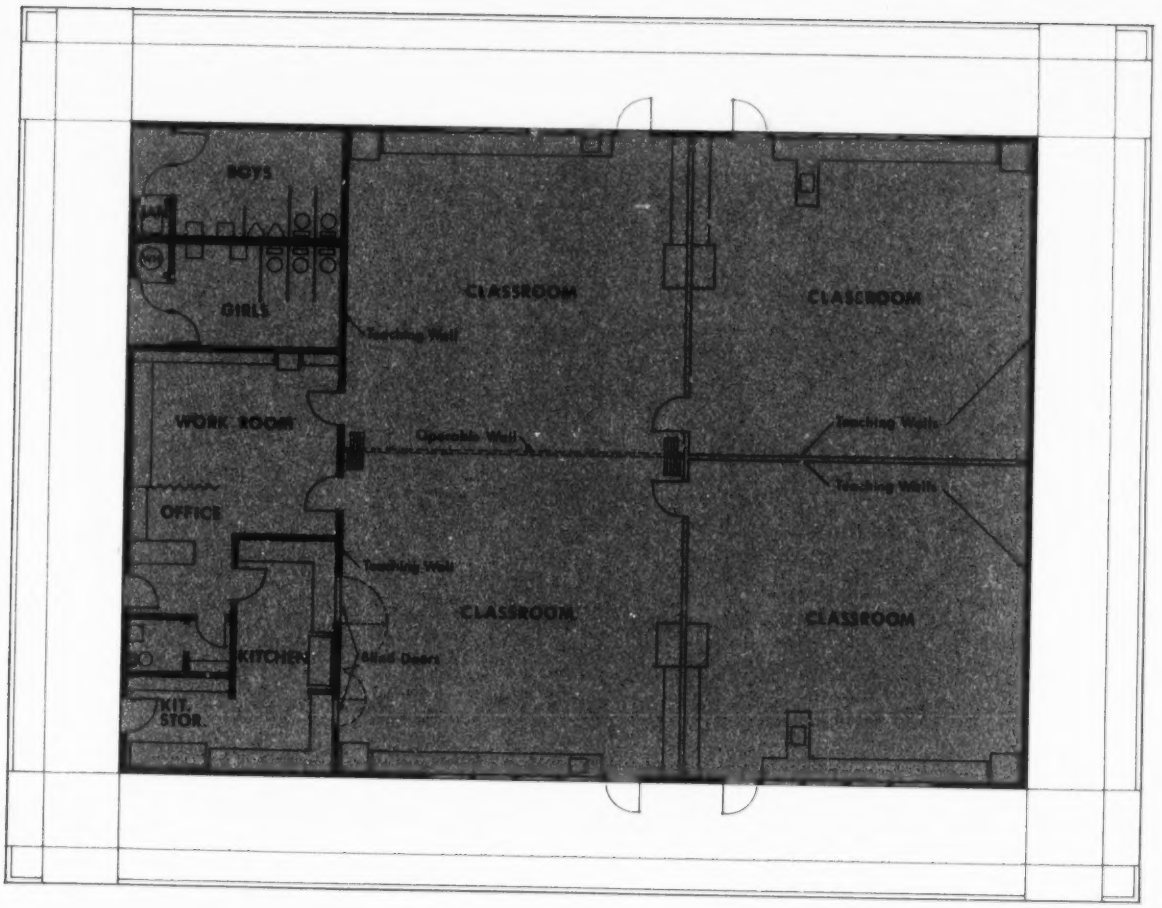
"I pledge allegiance . . ."

Cedar Creek Elementary School is located in foothill country east of Shasta Lake – a land of lumbering and cattle ranching. The area's mild climate makes an open perimeter corridor a desirable feature, permitting pupils to be outdoors when passing from room to room. However, during inclement weather they may pass through the doorways between the rooms.

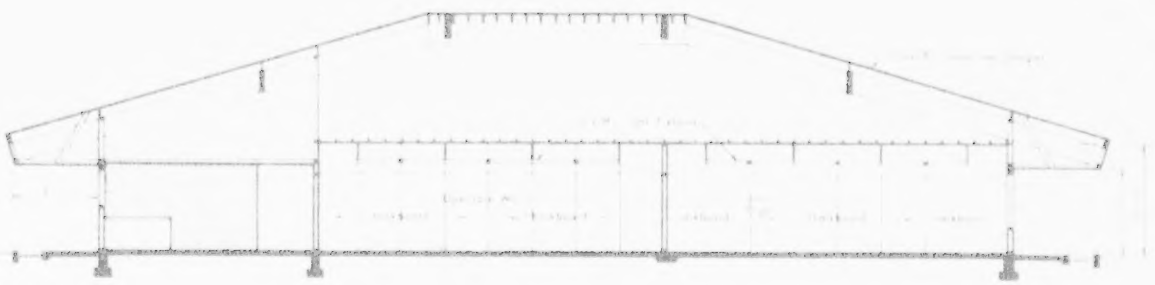
A typical classroom . . .

In the shade of a giant cedar . . .

Plan



Movable interior walls make it possible to rearrange the rooms as necessary to meet program requirements for four classrooms or two classrooms and a multipurpose room. In either instance, a kitchen and a workroom are available.



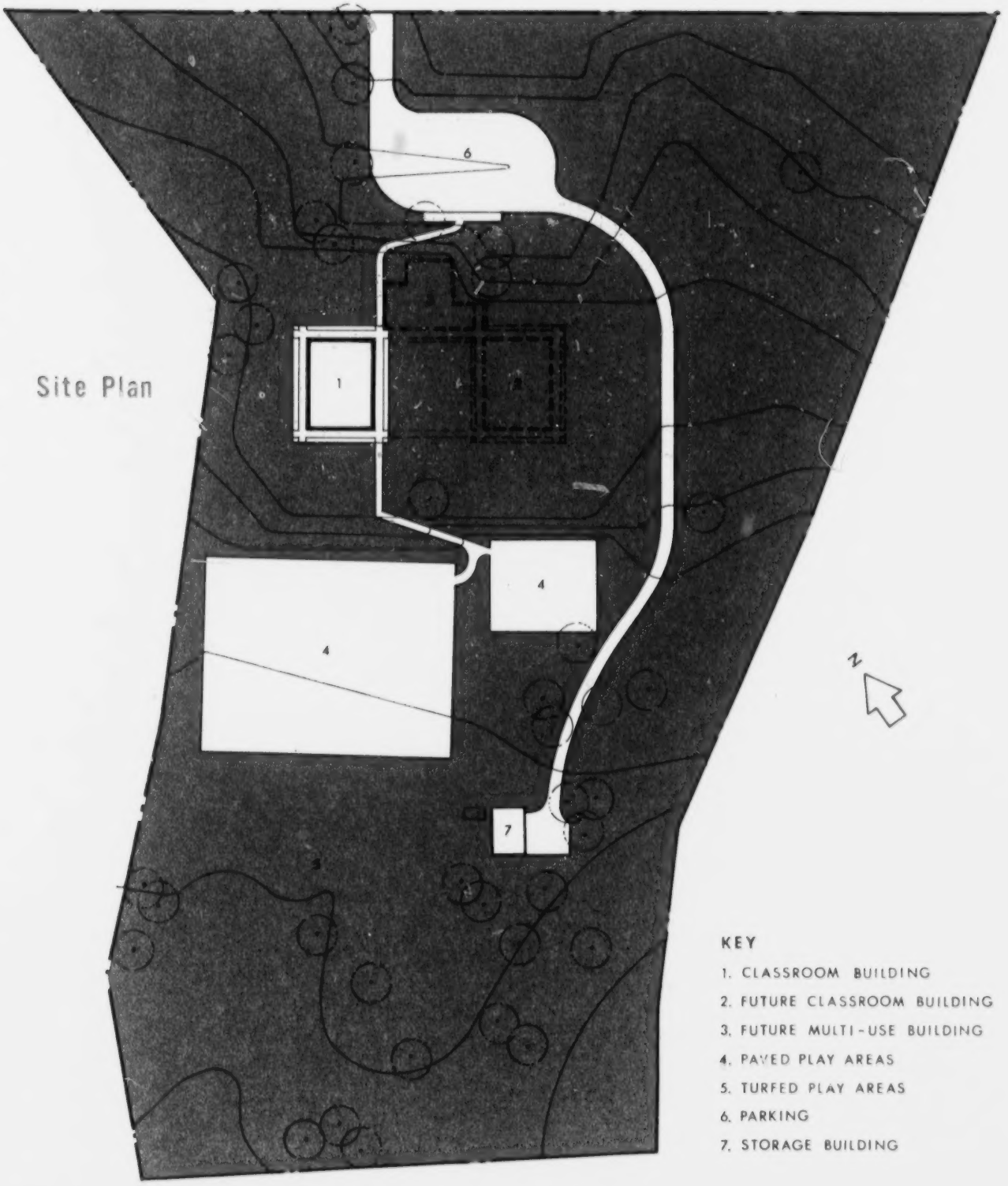
Section

Special features include sky brightness control by use of eight-foot overhangs and low transmission glass; interior lighting from suspended indirect fixtures; and chalkboard and tackboard walls extending from floor to above-door height.

Chalk and tack boards extend to the floor.

"Picasso" works here.

Site Plan



KEY

1. CLASSROOM BUILDING
2. FUTURE CLASSROOM BUILDING
3. FUTURE MULTI-USE BUILDING
4. PAVED PLAY AREAS
5. TURFED PLAY AREAS
6. PARKING
7. STORAGE BUILDING

0 50 100 200

CHICAGO PARK ELEMENTARY SCHOOL

Location Map

CHICAGO PARK ELEMENTARY SCHOOL
(Grades one through eight; Enrollment 57)

Chicago Park Elementary School District
James C. Dodd, *Architect*
Claude M. Rupel, *Field Representative*

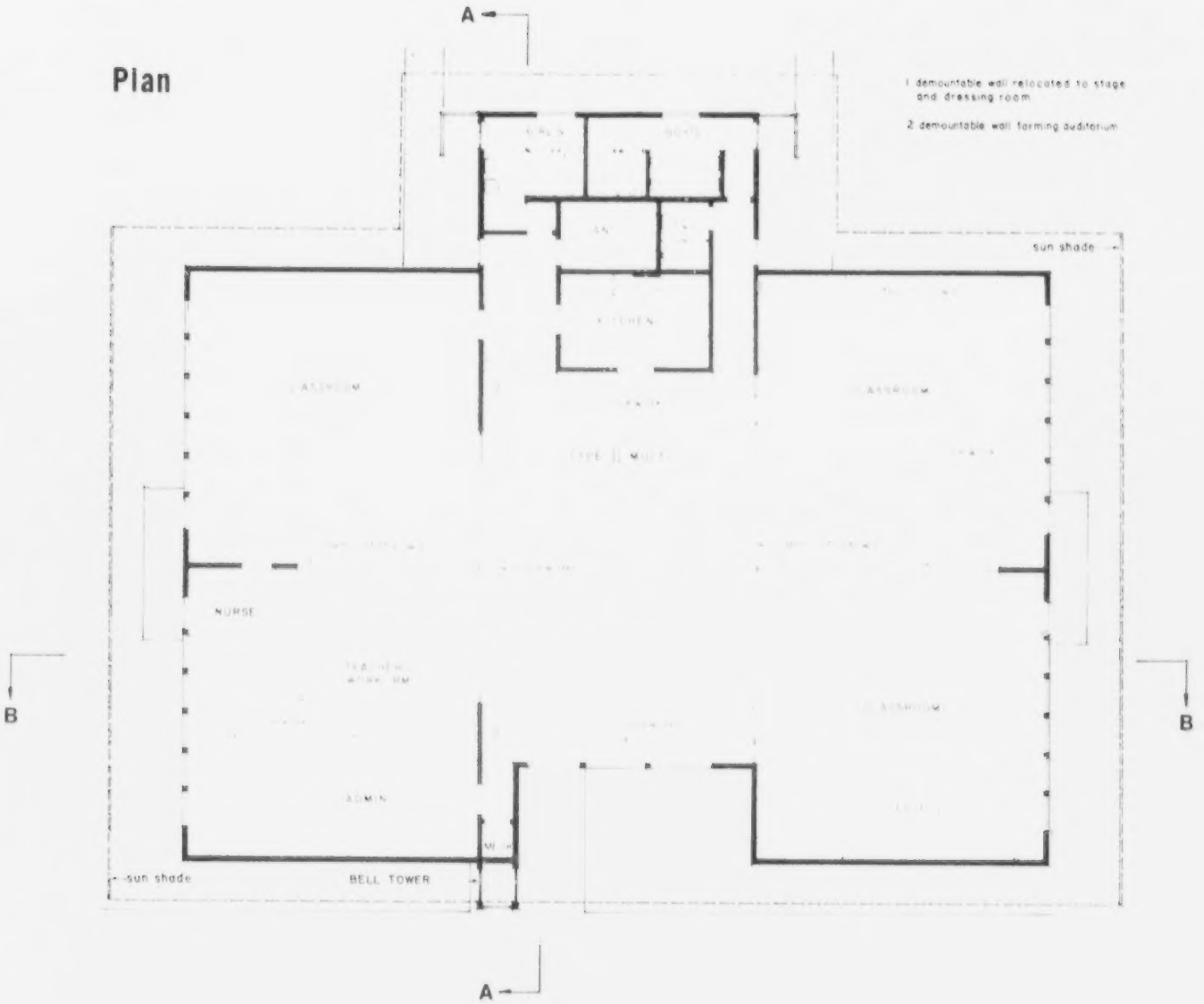
Chicago Park Elementary School is located in Nevada County south of the old mining towns of Grass Valley and Nevada City. This is Mother Lode country, with gently rolling hills, grassland, and forest.

Our teacher at work . . .

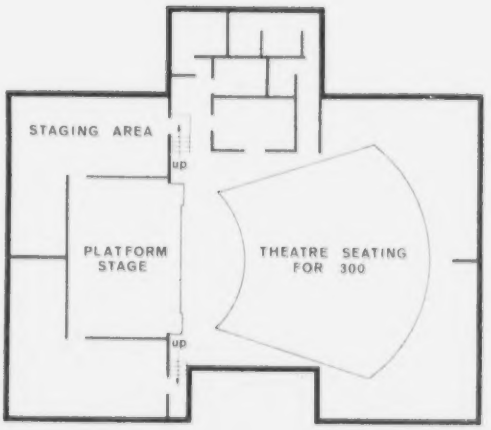
Demountable walls provide adequate display space.

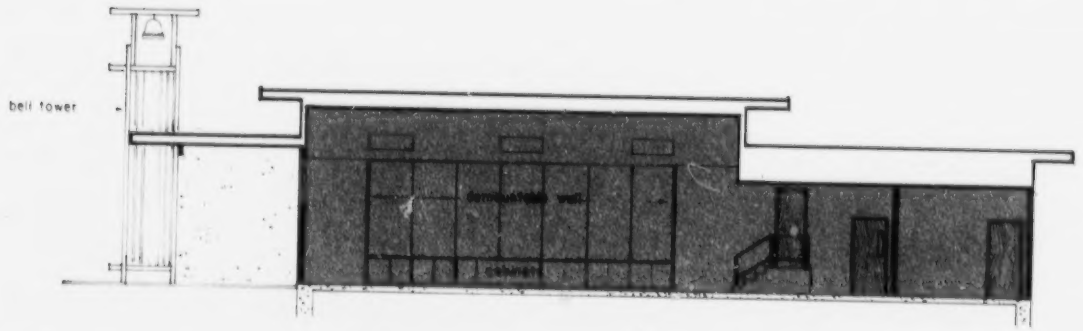
The multipurpose room opens to a stage and kitchen.

Plan

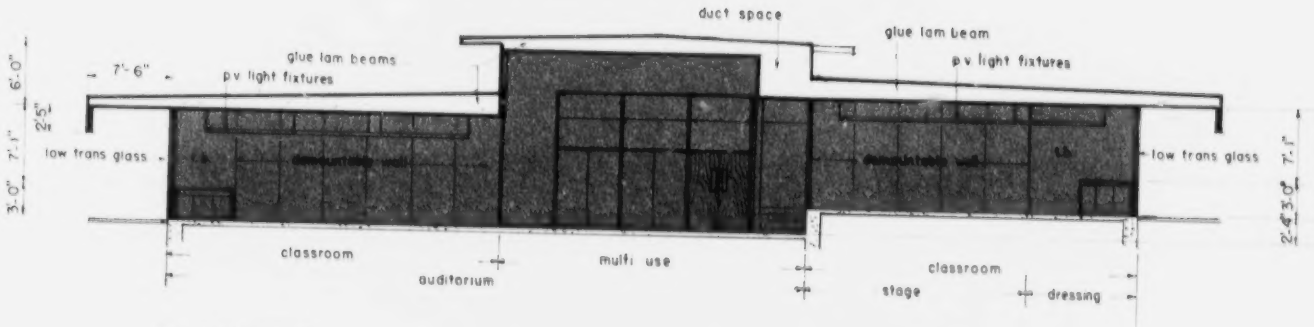


The classrooms and service area are arranged around an activity center. The interior is made unique by friction-type demountable walls that can be quickly relocated to create an auditorium that has a seating capacity of 300 and a raised stage of approximately 700 square feet. This two-level arrangement provides open sight lines between the seating area and the stage.



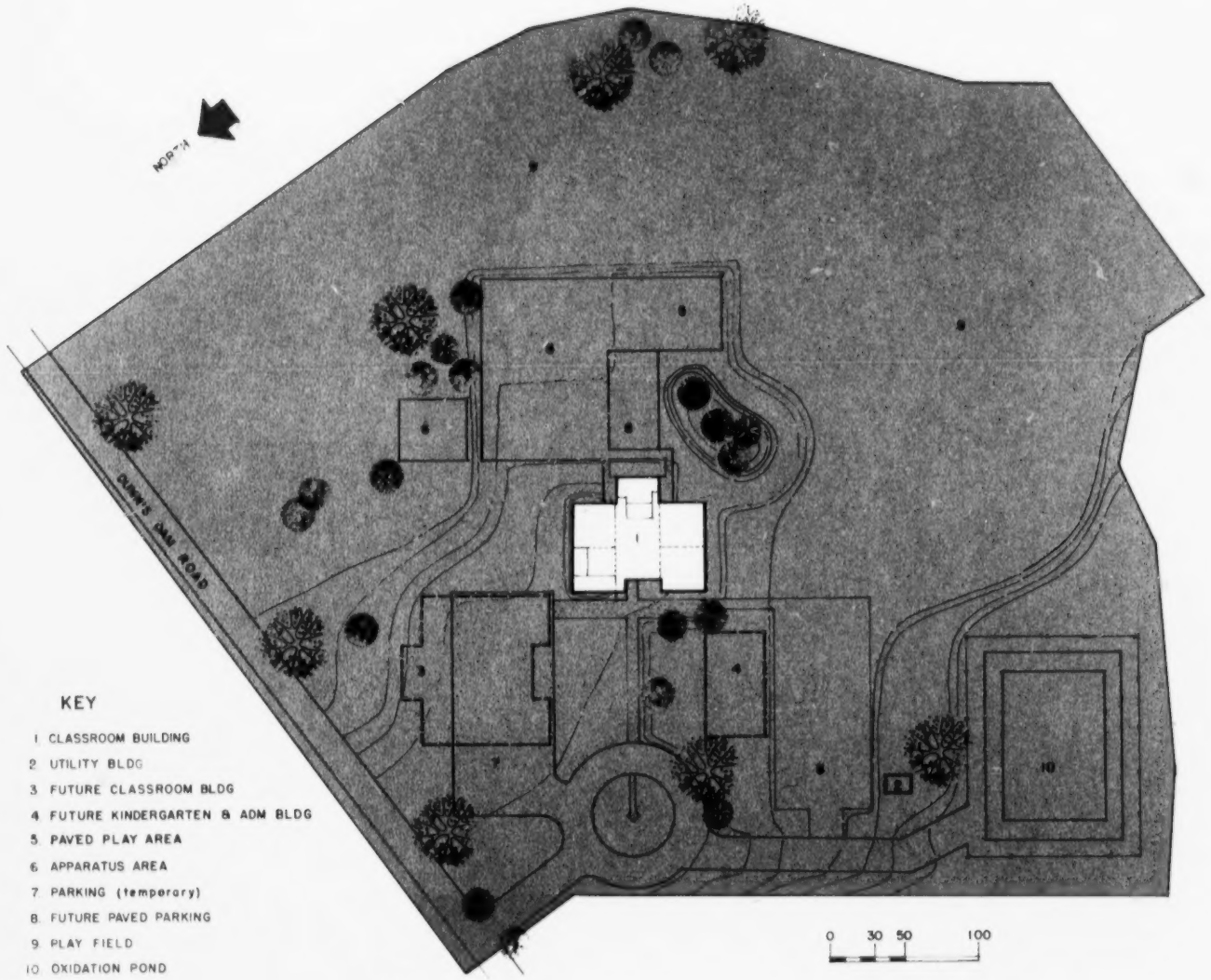


Section A



Section B

Major design features include control of exterior brightness by overhang cutoffs and low-transmission glass; clerestory lighting in the center activity room; indirect fluorescent light fixtures; demountable walls, which serve as tackboards; and movable cabinets.



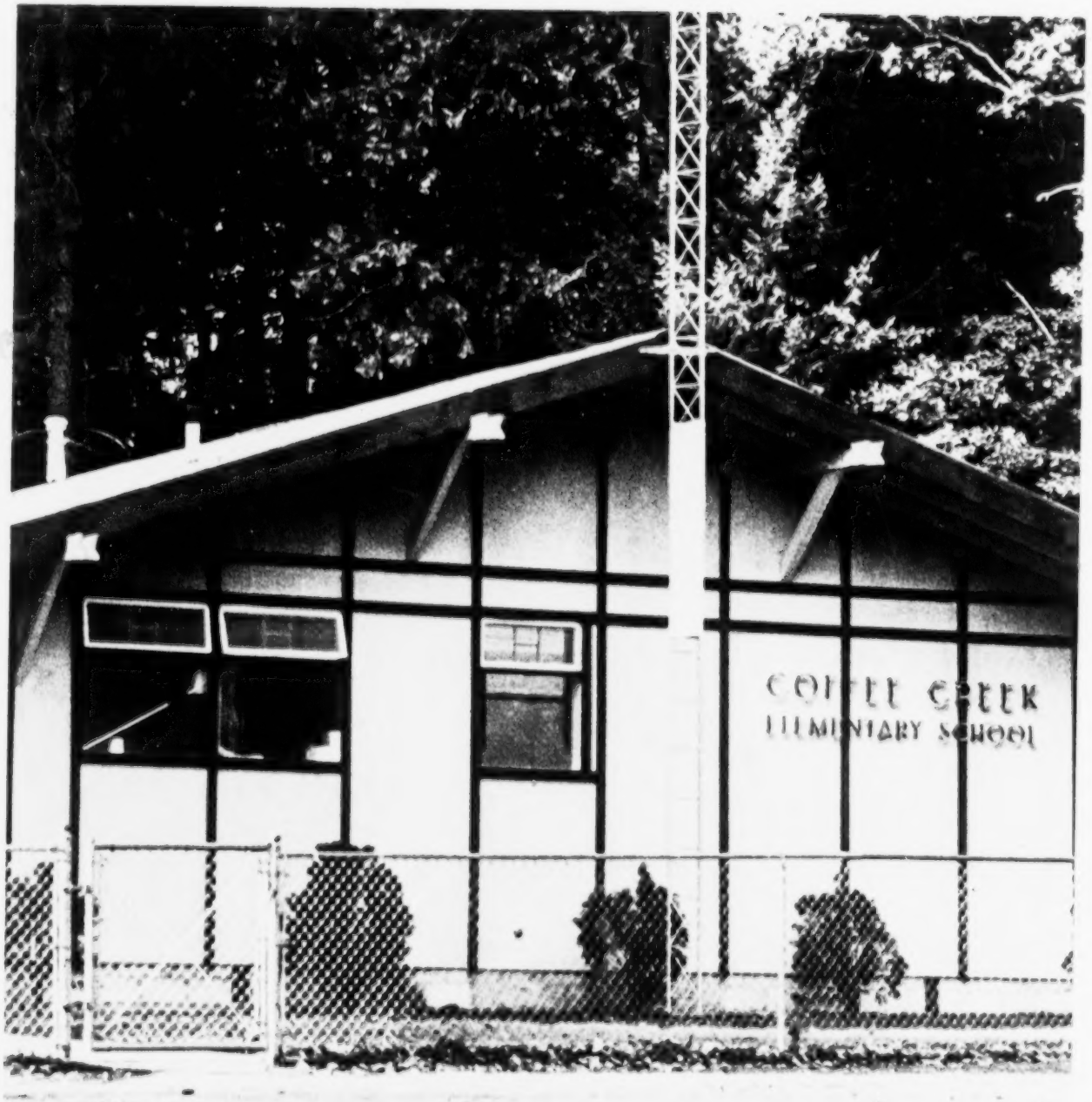
Site Plan

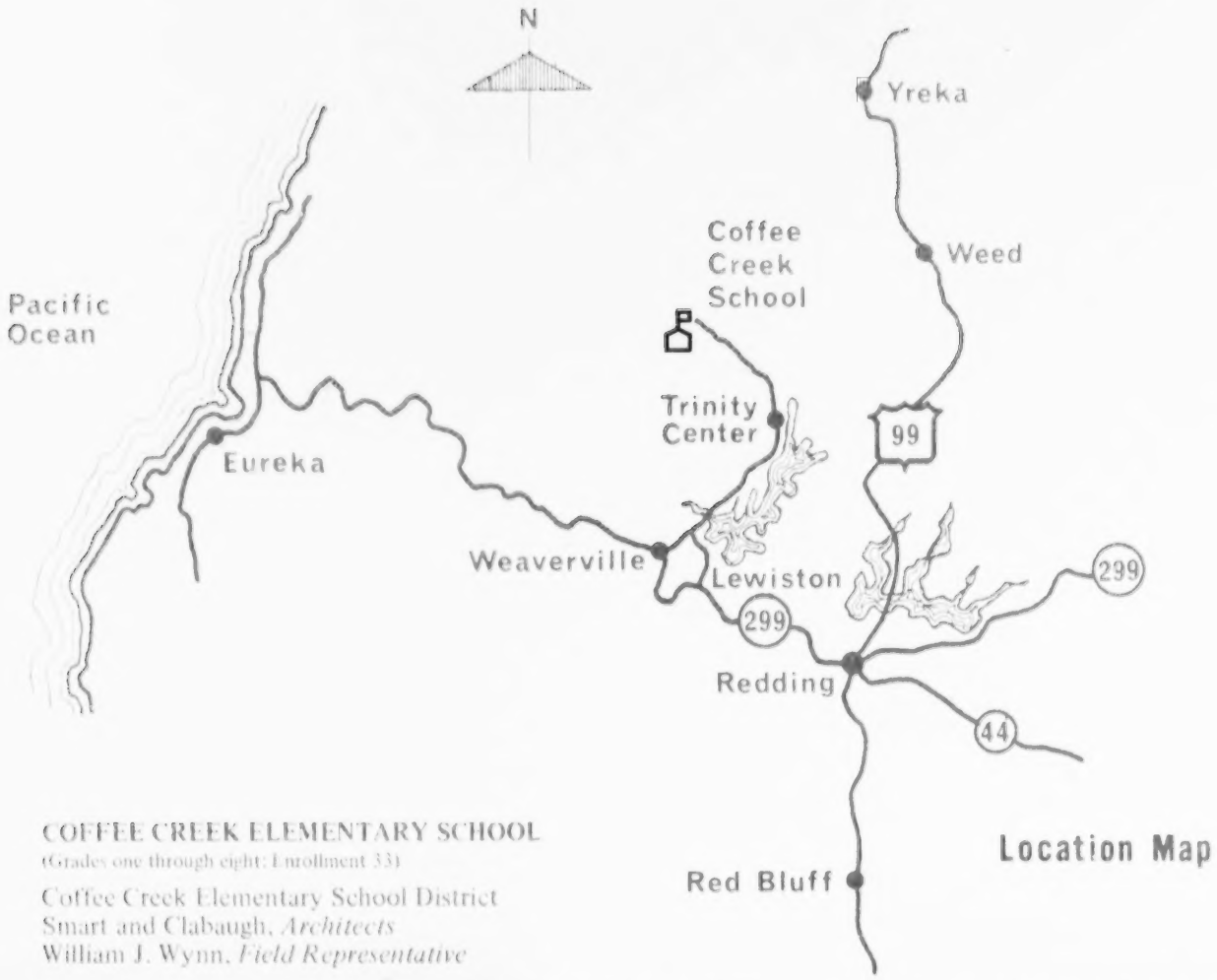
End of the day . . .

Rest period is almost over.

The bell tower, a major architectural feature, houses a bell taken from the old Chicago Park School.

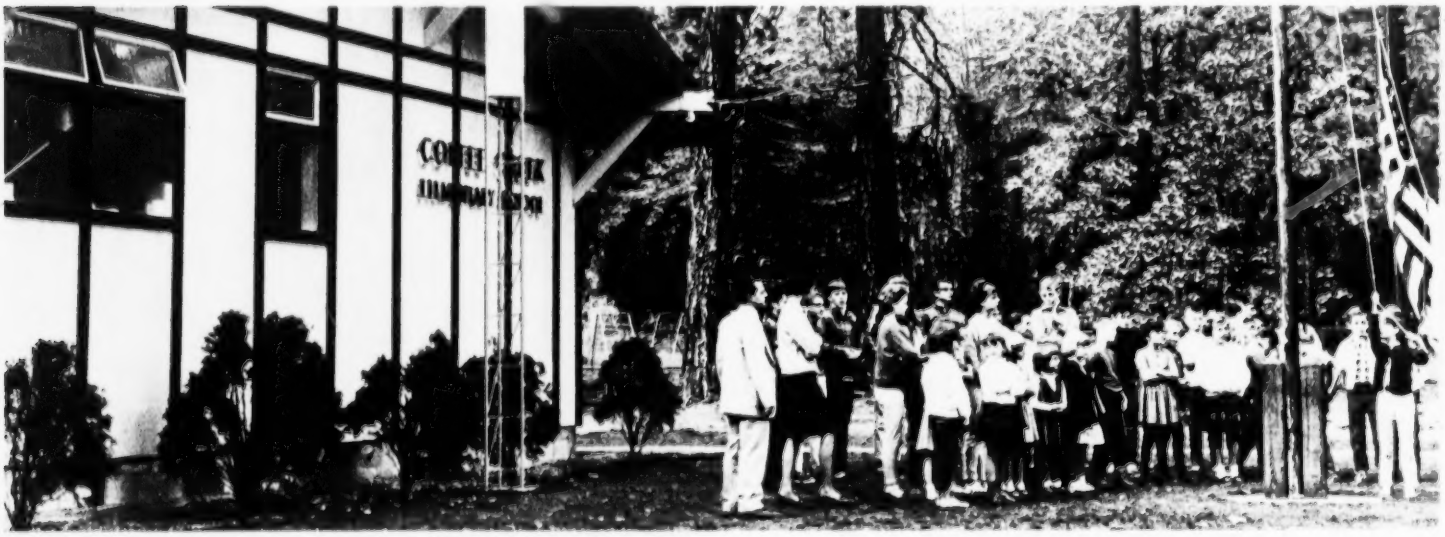
COFFEE CREEK ELEMENTARY SCHOOL





COFFEE CREEK ELEMENTARY SCHOOL
(Grades one through eight; Enrollment 33)

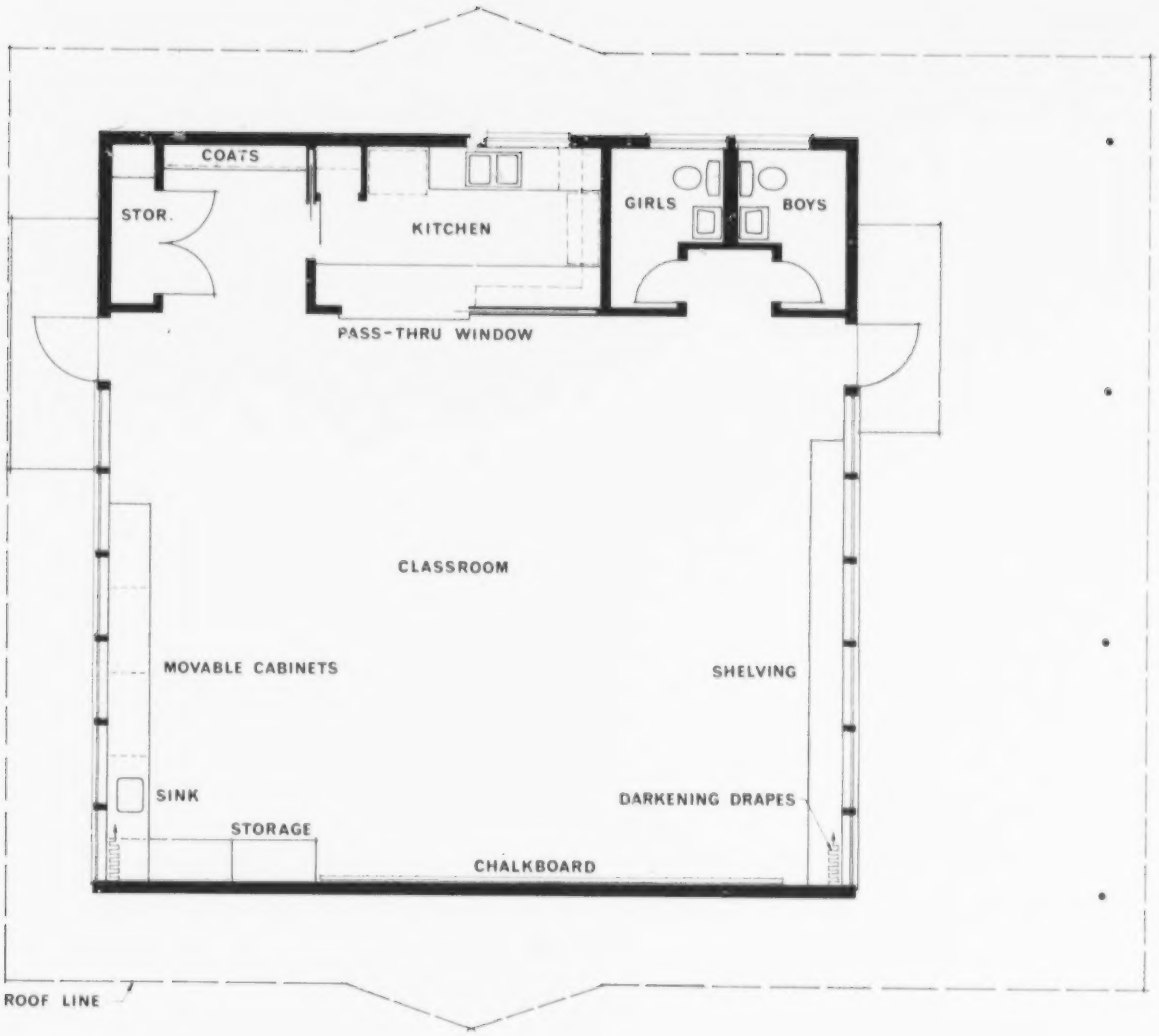
Coffee Creek Elementary School District
Smart and Clabaugh, *Architects*
William J. Wynn, *Field Representative*



Citizenship activities are emphasized.

Coffee Creek Elementary School is located near Trinity Lake in a forest glade, with its natural setting undisturbed except by a parking area and a small playfield.

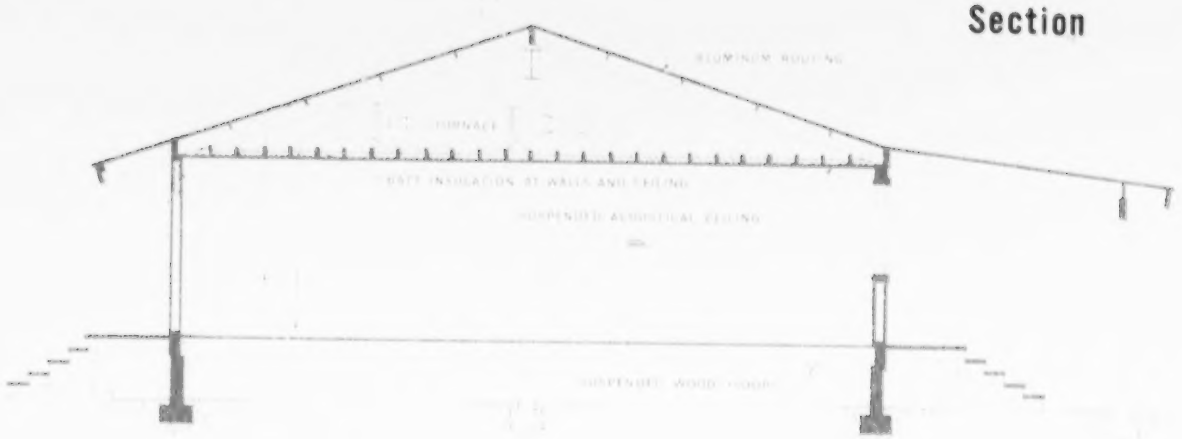
Sometimes we work with our neighbors.



Plan

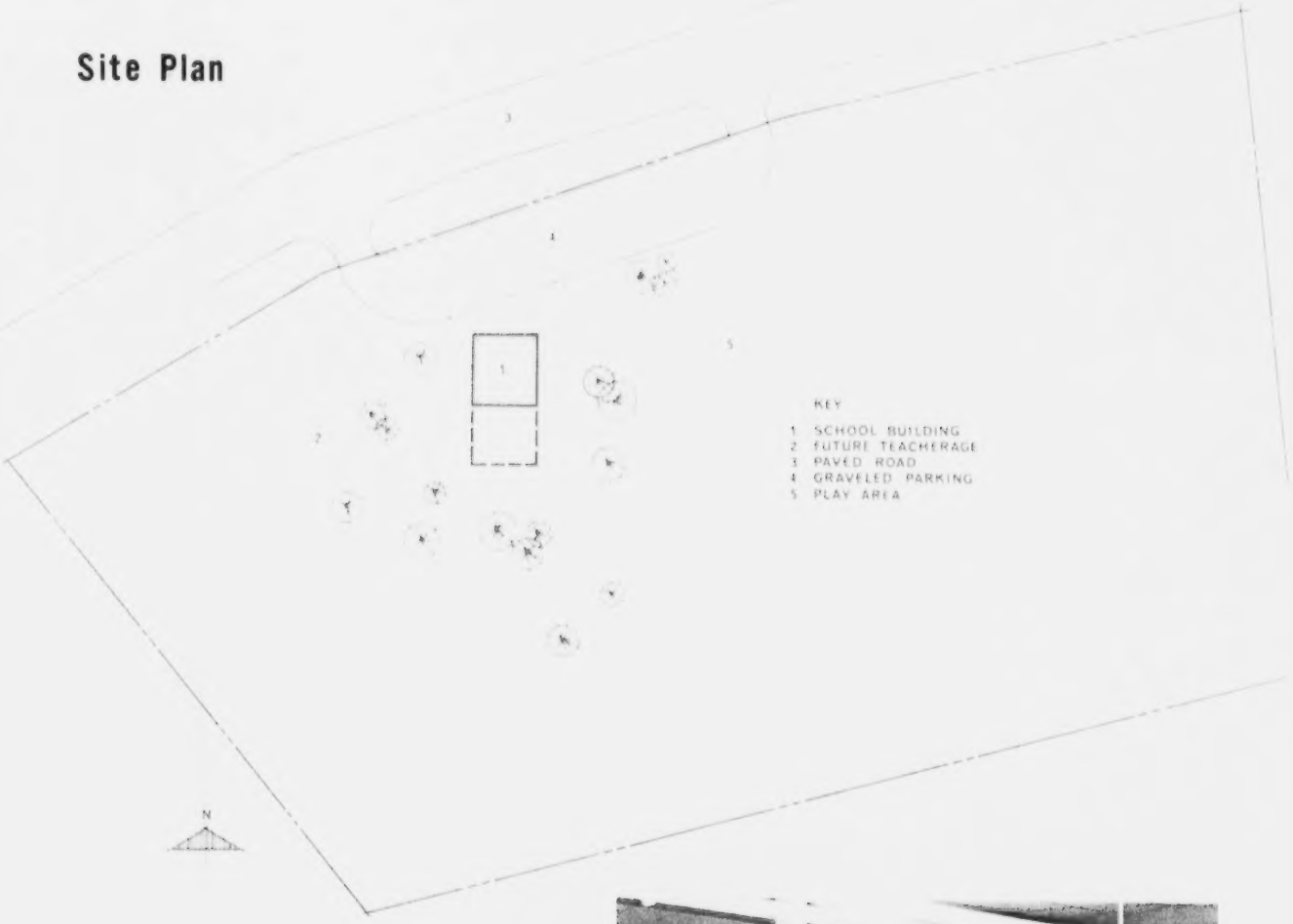
The generous size and shape of the single classroom make it desirable for both school purposes and community activities. The insulated attic houses an oil-burning furnace with blower fans which circulate the heated air.

Section

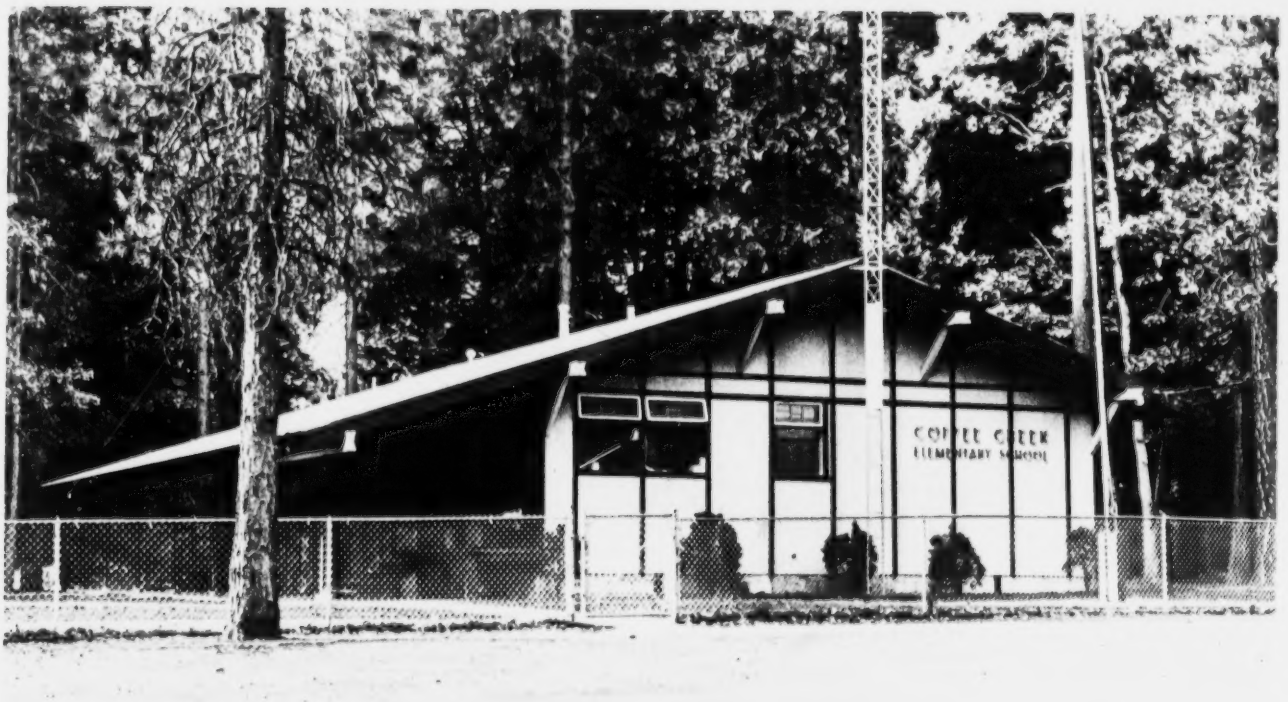


We also work in groups.

Site Plan



Indirect lighting eliminates shadows.



A beautiful wooded setting . . .

Features include a broad overhang at the entrance to keep the sidewalk free of snow during the winter and Cemesto board with battens on exterior walls to keep maintenance costs at a minimum. The aesthetic effect of the steep, chalet-type roof with exposed beams, broad eaves, and battens is appropriate to this land of hills, woods, and lakes.

COX BAR ELEMENTARY SCHOOL

COX BAR ELEMENTARY SCHOOL
(Grades one through five. Enrollment 20)

Cox Bar Elementary School District
Bureau of School Planning, *Architect*
William J. Wynn, *Field Representative*

Large windows make the outdoors part of the classroom.

The library alcove is a busy place.

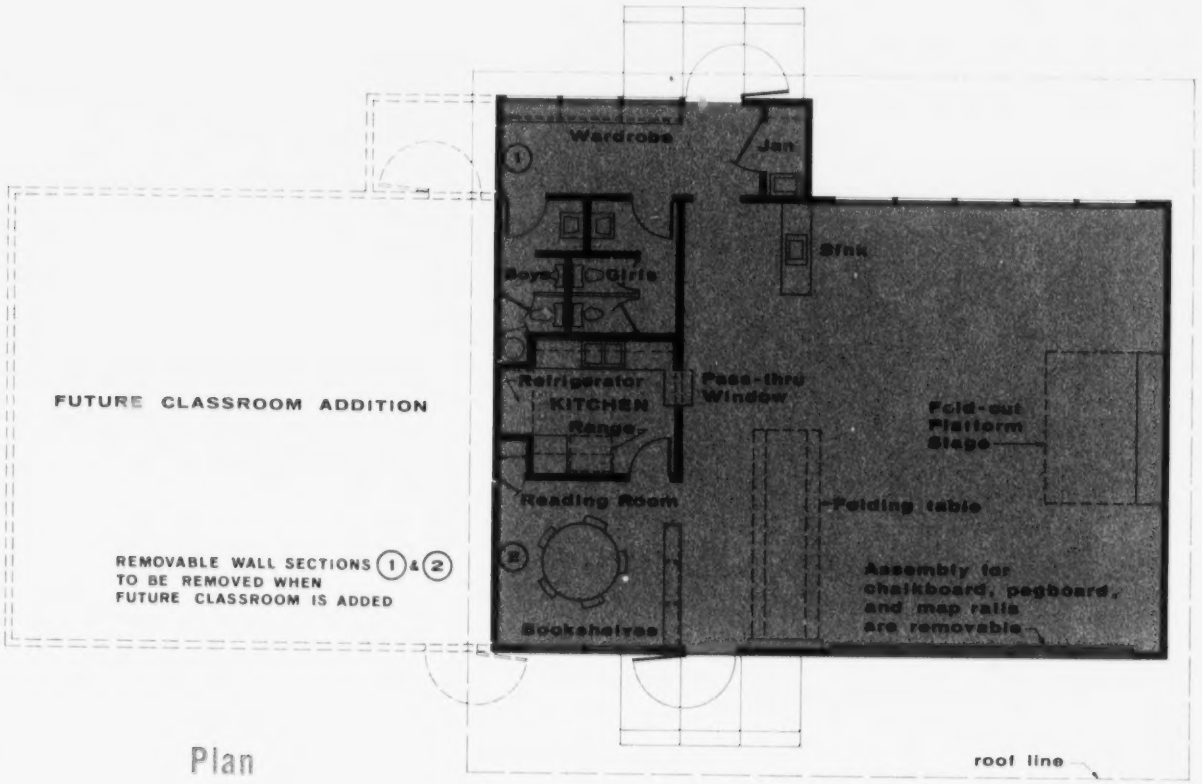
Location Map

Cox Bar Elementary School, located in the Big Bar Forest Service Camp, Trinity County, is sited on a bluff above Trinity River. This camp has permanent housing for employees and their children.

Individualized instruction is emphasized.

The single classroom has a platform stage, a folding wall-table, access to the kitchen through a pass-thru window, an island sink for arts and crafts, movable storage cabinets, and a small reading alcove. The activity-classroom is designed to serve also as a community center for meetings, dancing, and other social activities. One exterior wall is framed so that sections of it can be removed and a classroom added. The new classroom will have access to the common entrance area with its wardrobe and the library alcove.

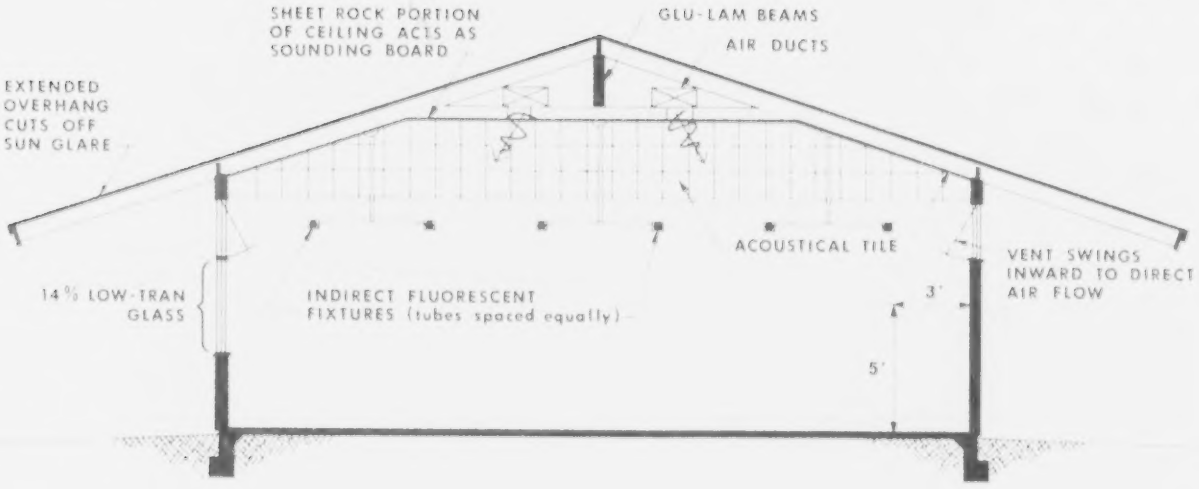
A stimulating learning environment . . .



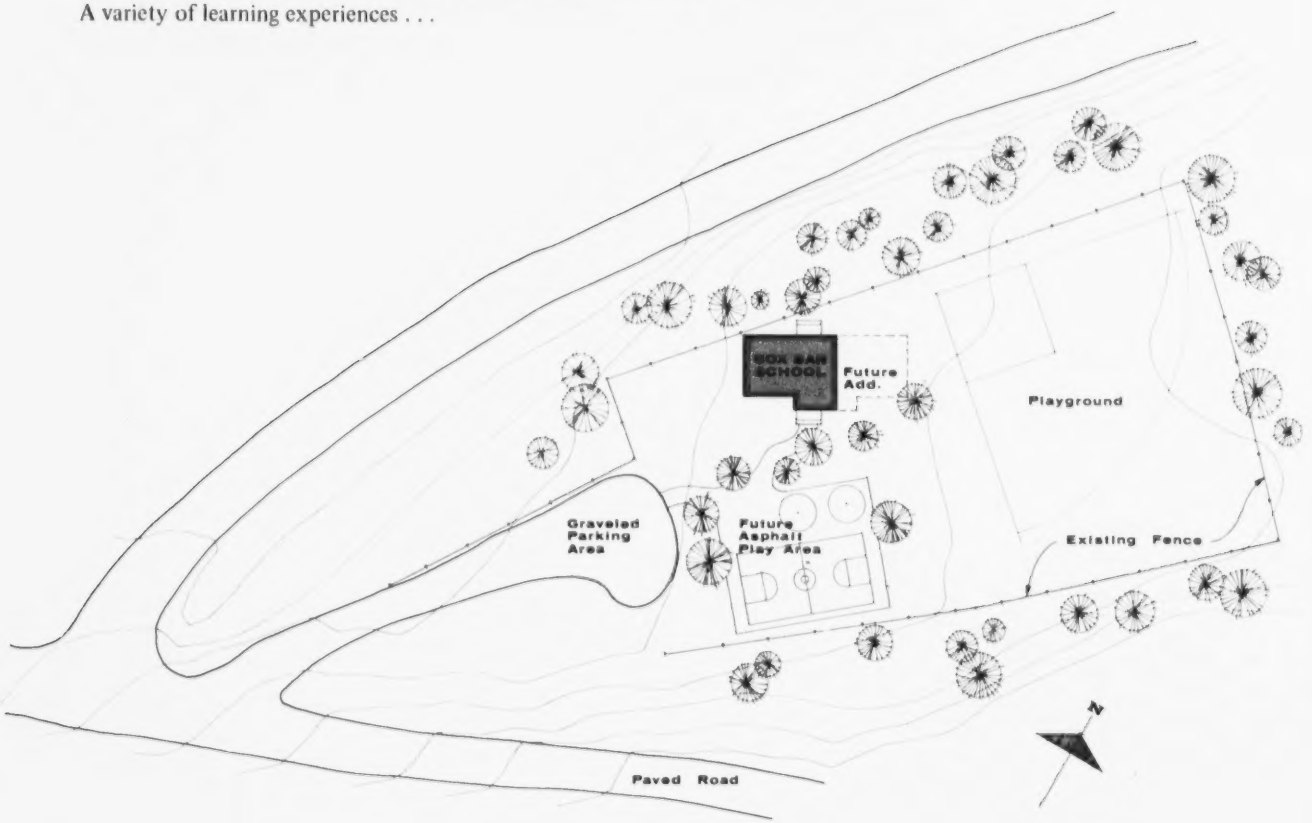
Plan

Architectural features include indirect fluorescent fixtures; acoustical absorbent panels in sloping portions of the ceiling, with a flat center section of sheet rock to serve as a sounding board; fenestration pattern designed with vents to direct air into the lower portion of the room; glare control with low transmission glass; and a stained redwood exterior. A frame assembly permits chalkboards, pegboards, and map rails to be raised, lowered, and removed. All interior wall surfaces serve as tackboards.

Section



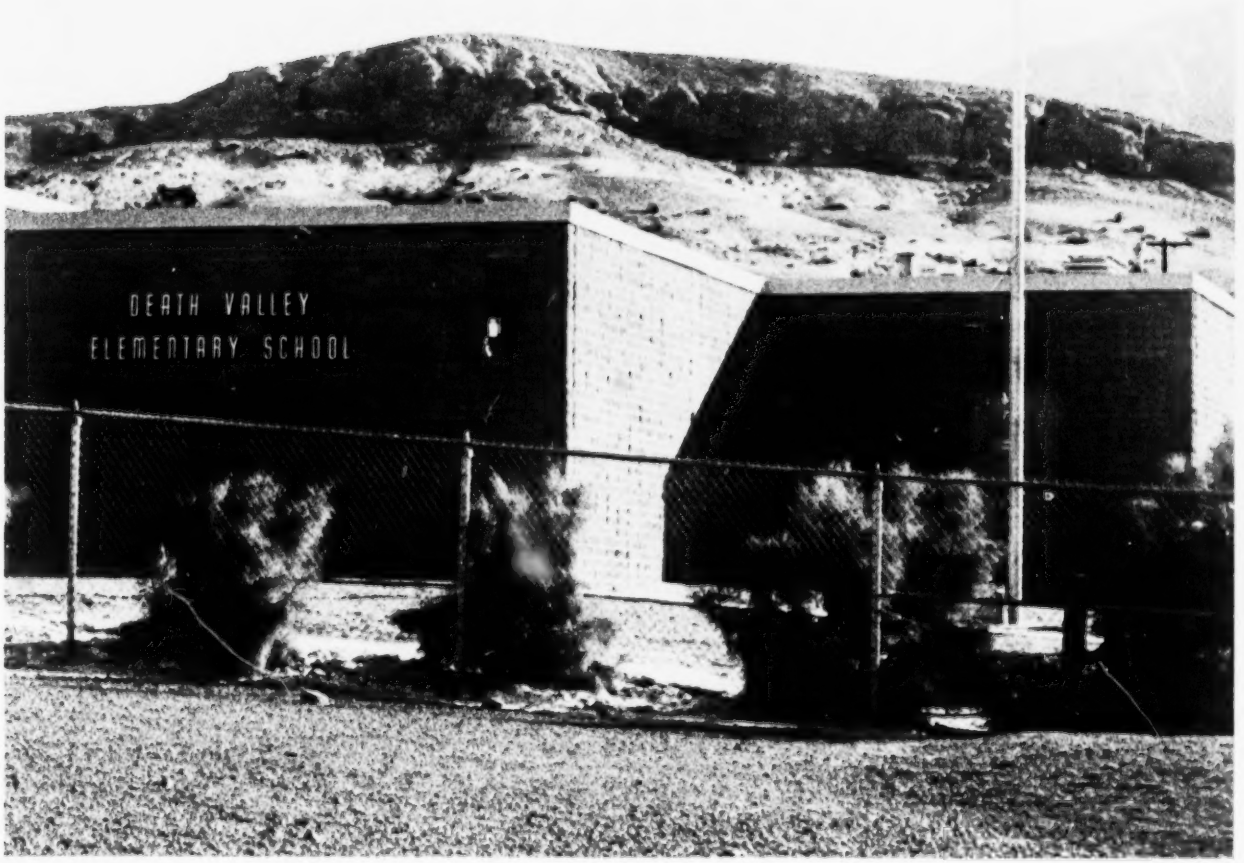
A variety of learning experiences . . .



Site Plan

When day is done. . .

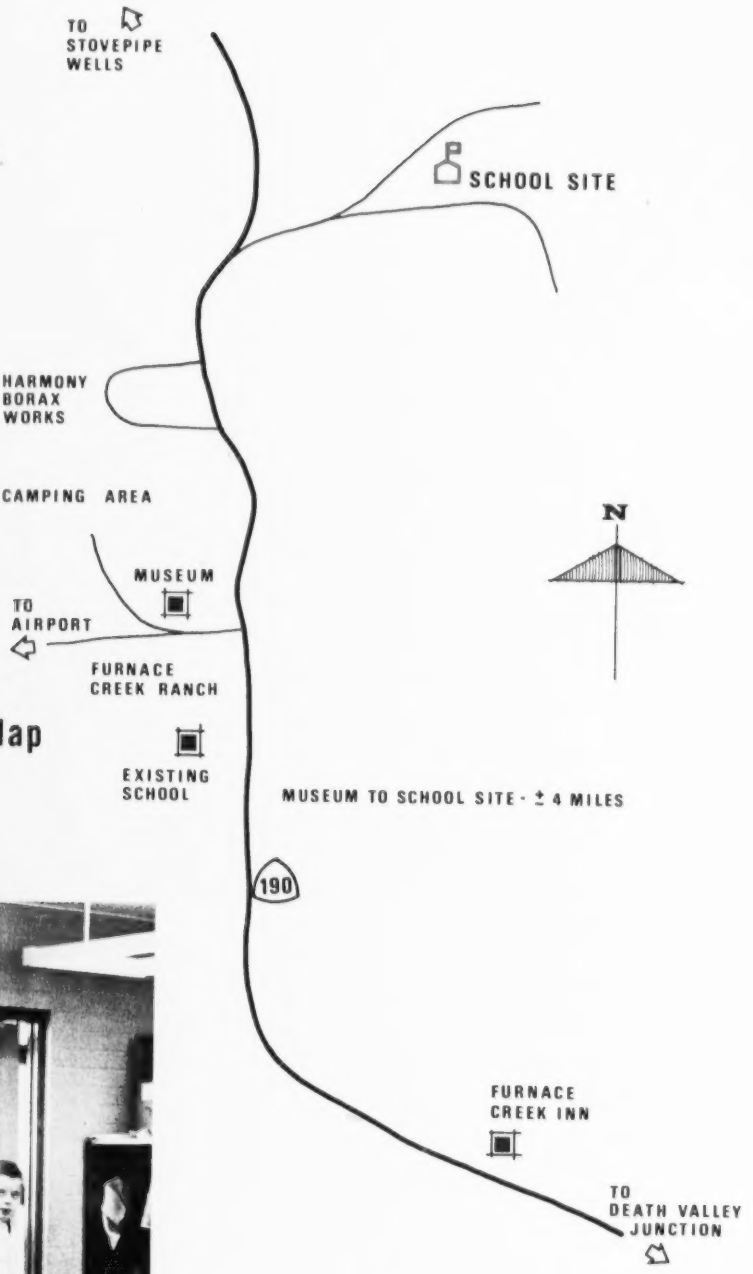
DEATH VALLEY ELEMENTARY SCHOOL



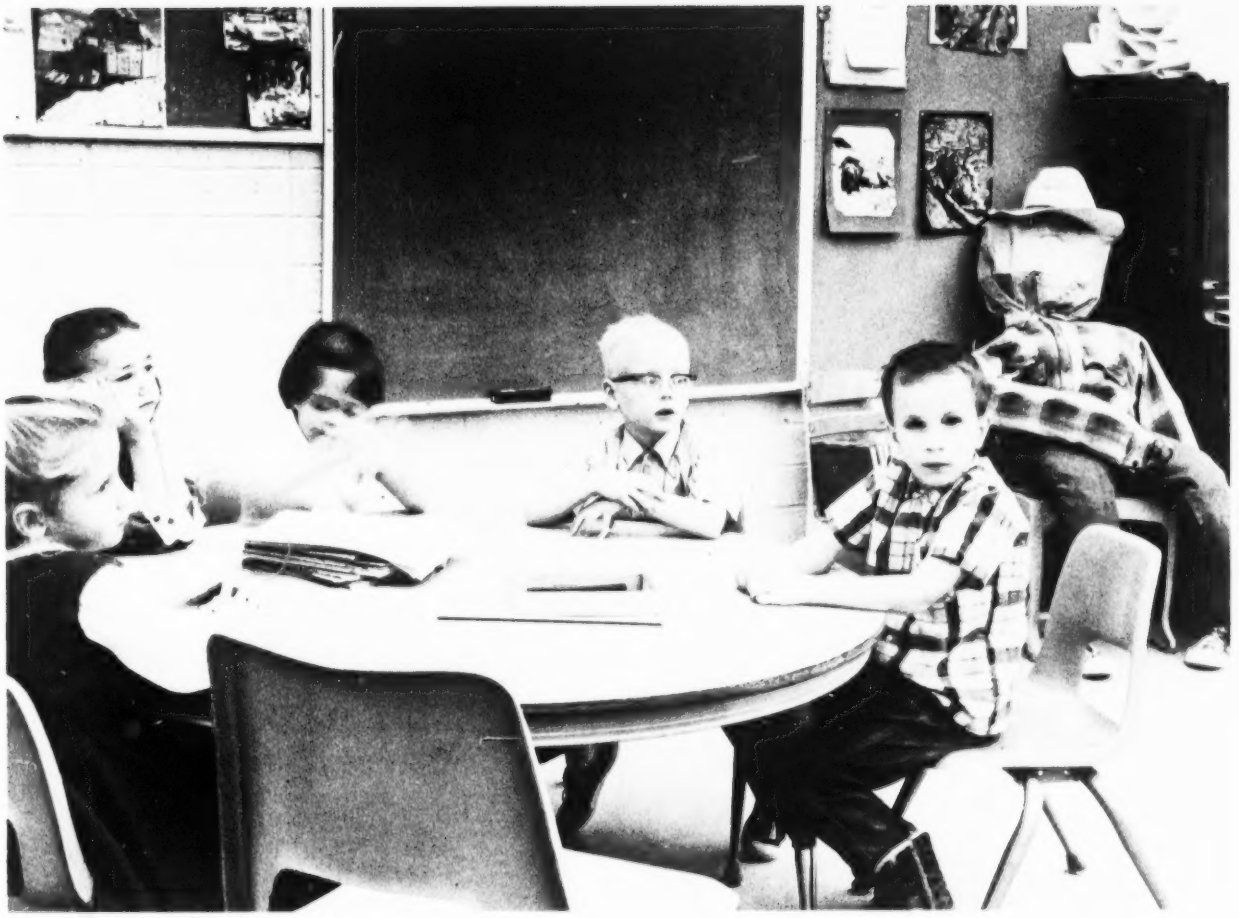
DEATH VALLEY ELEMENTARY SCHOOL

(Grades one through six; Enrollment 42)

Death Valley Unified School District
Julius Gabriele and Associates, *Architects*
Dow Patterson, *Field Representative*



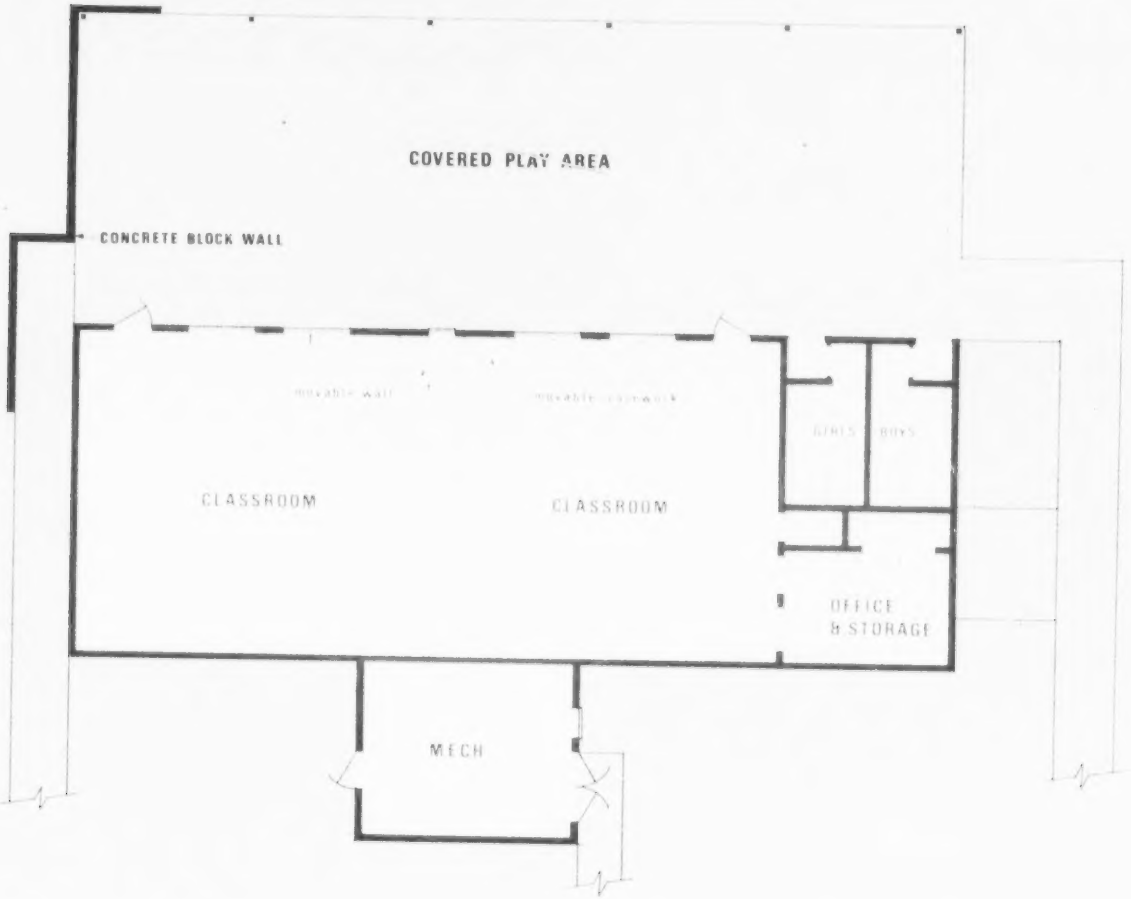
Ready to begin another day.



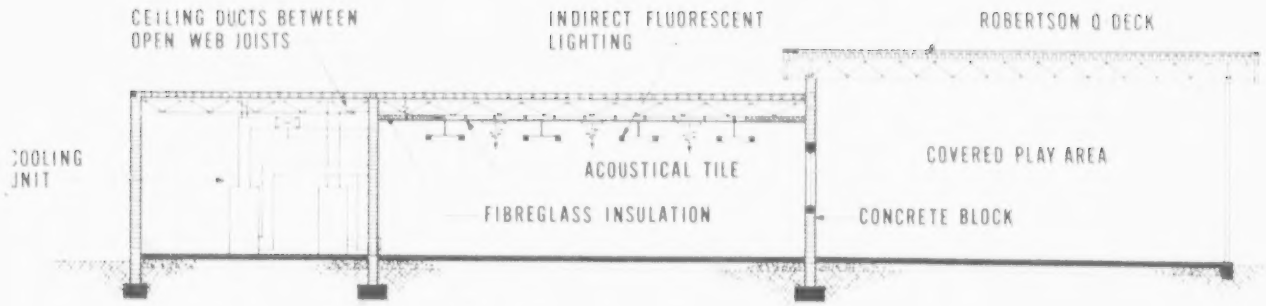
"He's very quiet, shall we ask him to join our group?"

Adequate equipment and storage space are valuable assets.

Death Valley Elementary School, located in fabled Death Valley, is an air-conditioned, two-classroom building of concrete block construction. Movable walls permit the classrooms to become one space for cooperative teaching and for general activities such as games and audiovisual presentations.



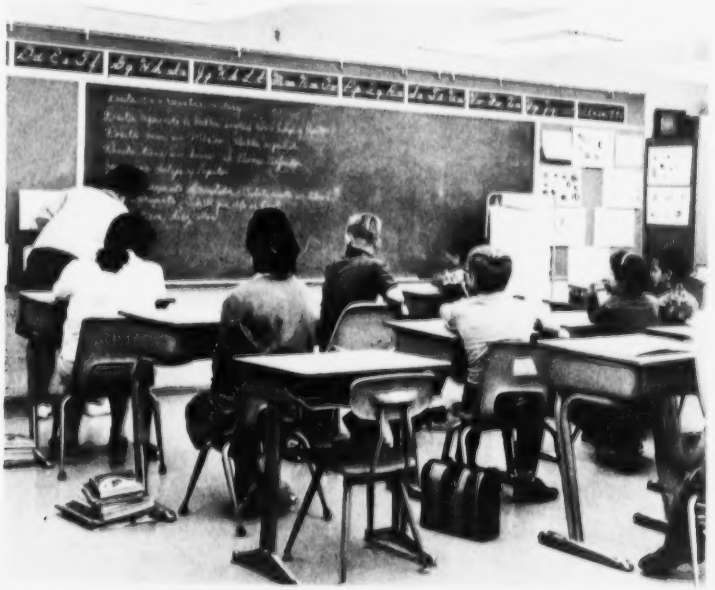
Section



The use of open-web joists permits a ceiling sandwich with space for ductwork to distribute air into all portions of the interior. Reflective roofing and ceiling insulation repel the excessively hot rays of the sun. An extensive roof shelter protects the outdoor play area from intense heat. Other features include indirect fluorescent lighting and movable cabinets.

An environment enriched by a sun shelter . . .

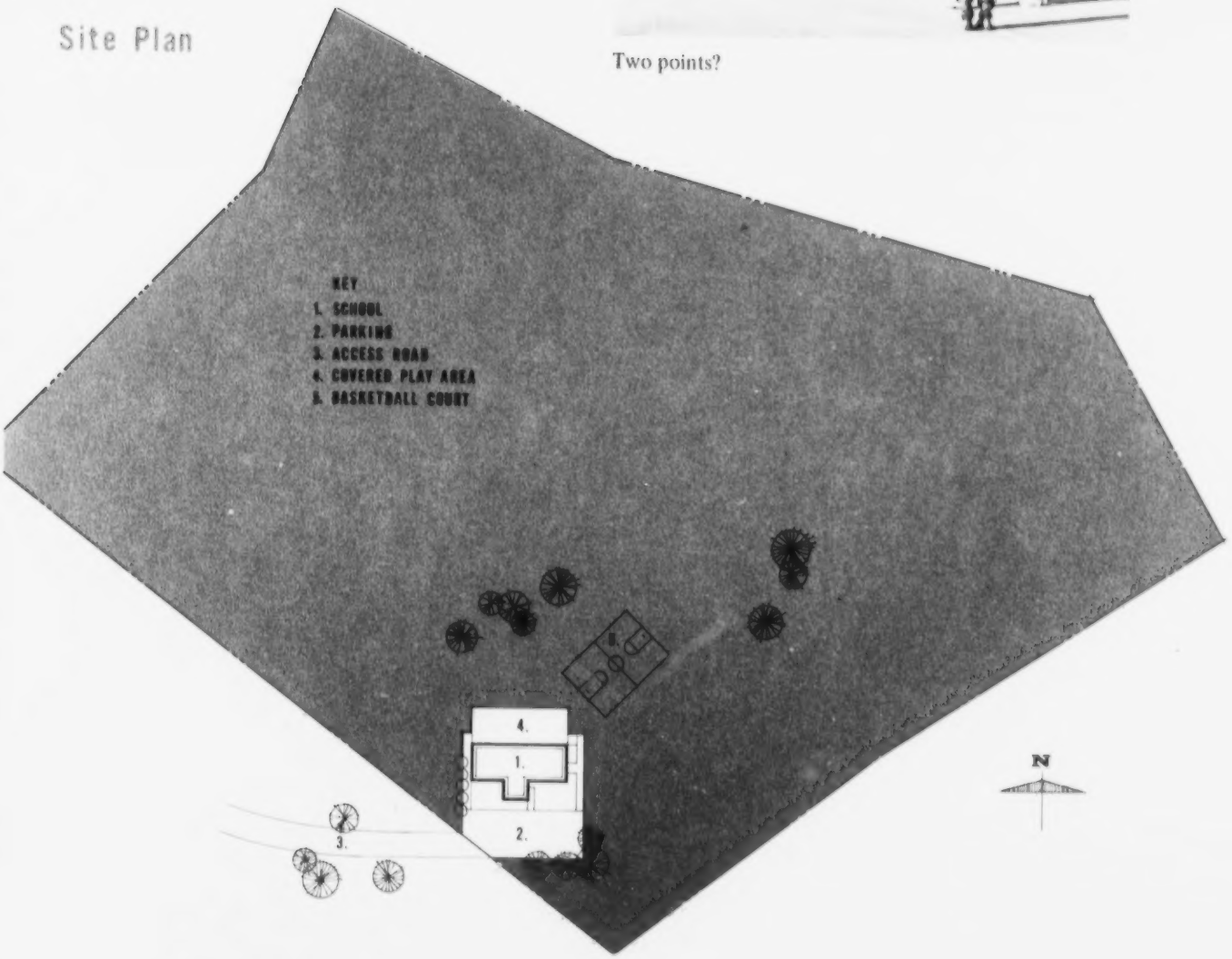
A beautiful school in a beautiful setting . . .



It is important that a classroom meet the demands of the instructional program.

Two points?

Site Plan

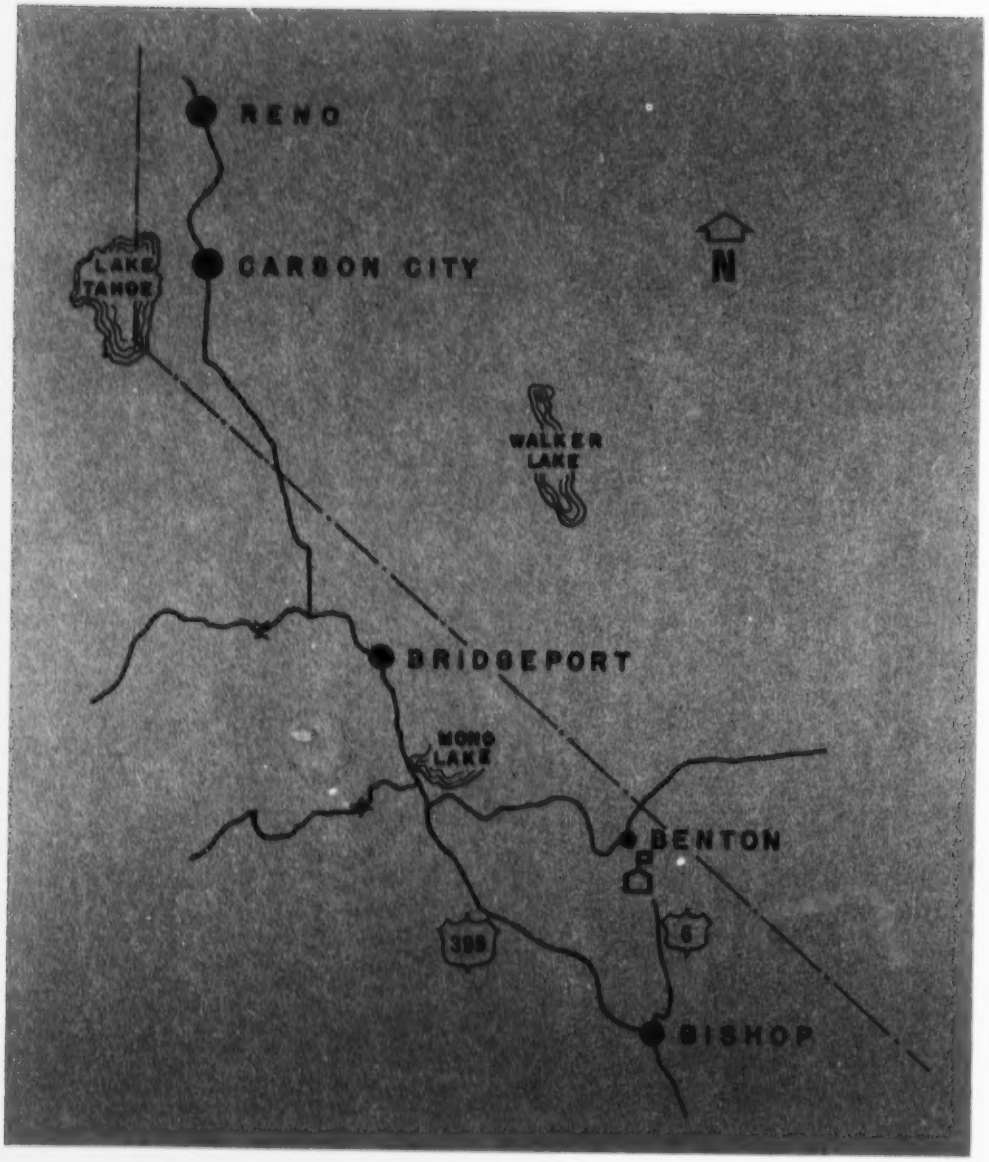


EDNA BEAMAN ELEMENTARY SCHOOL

EDNA BEAMAN ELEMENTARY SCHOOL

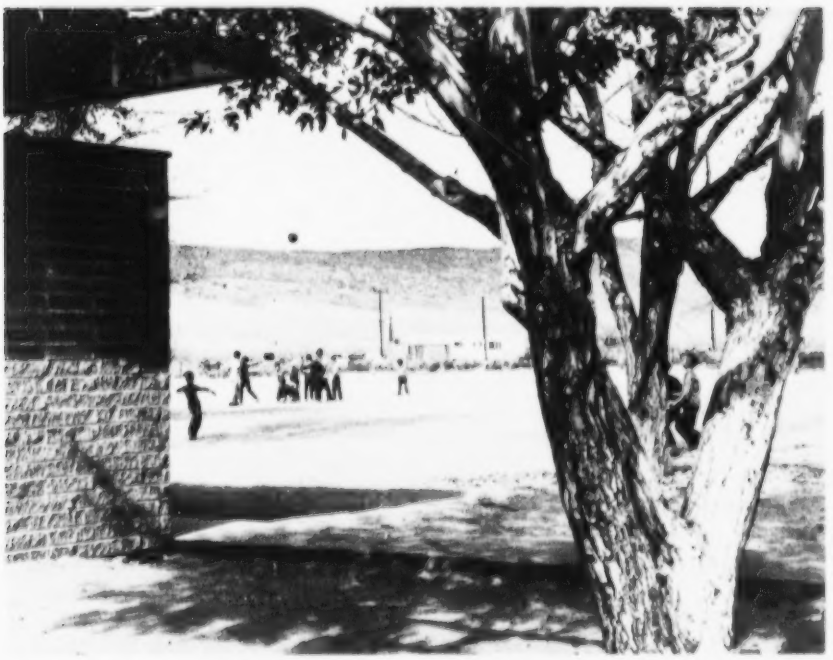
(Grades one through eight. Enrollment 561

Benton Elementary School District
Cline, Zerkle, Agee & Swedin, *Architects*
James H. Orsburn, *Field Representative*



Location Map

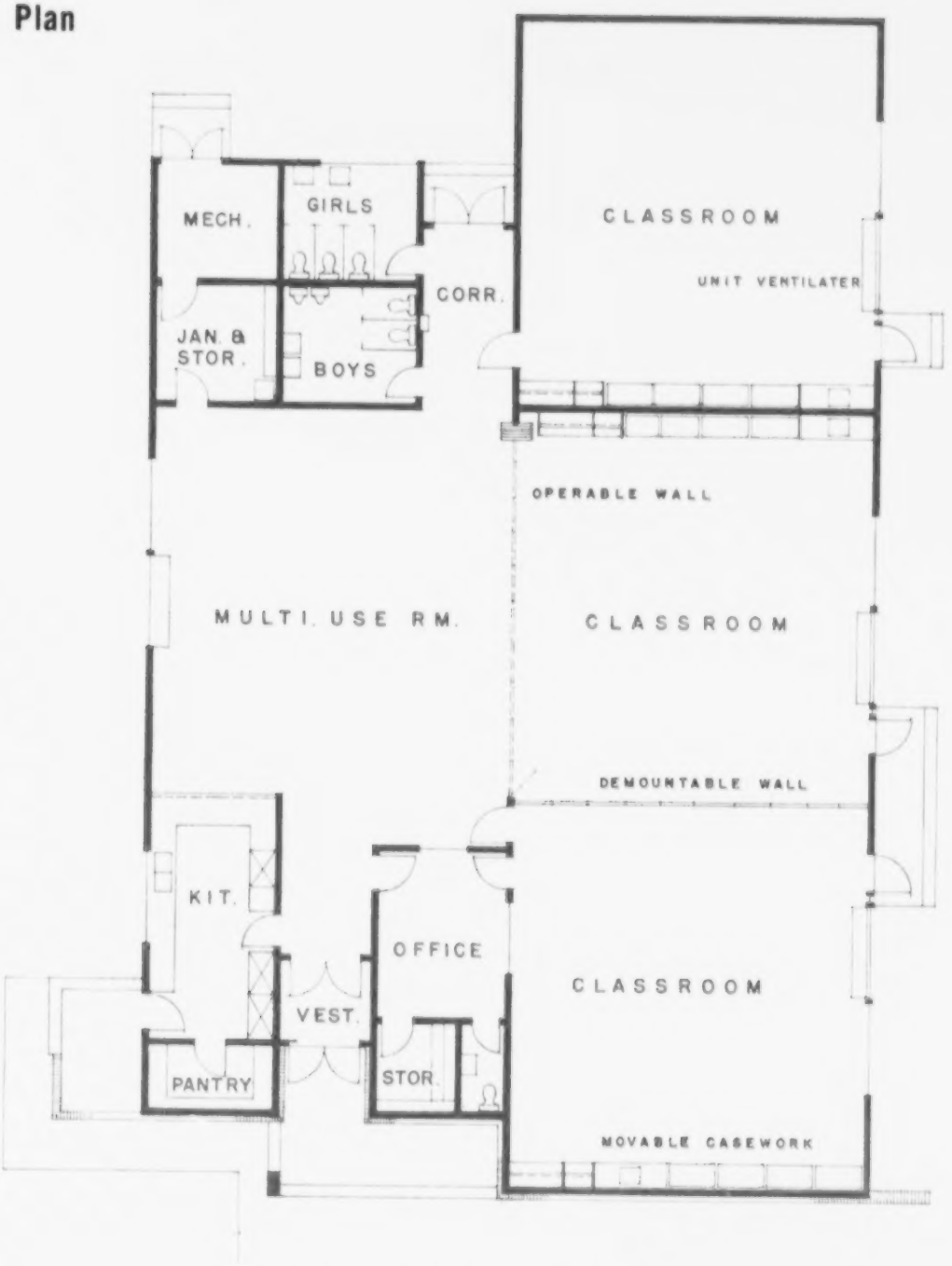
Edna Beaman Elementary School is located in the high desert country east of the Sierra Nevada Mountains. In this wasteland the school is the only building of importance within many miles.



Trees are valued in this desert setting.

. . . in the high desert country east of the Sierra Nevada Mountains . . .

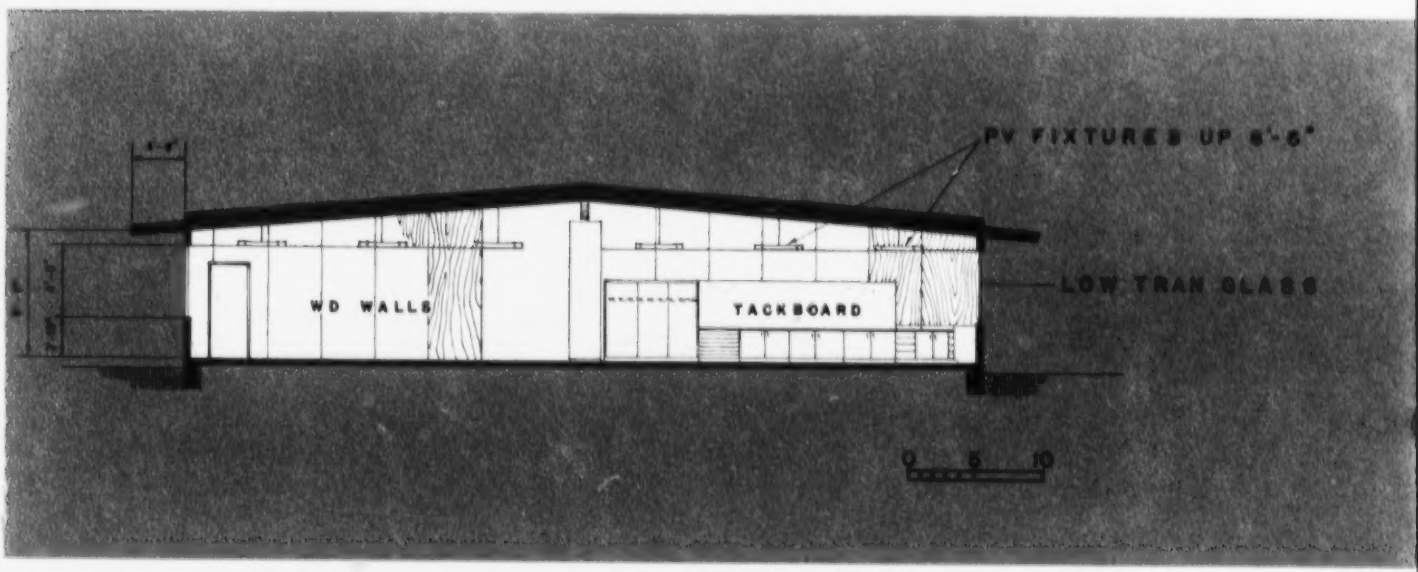
Plan



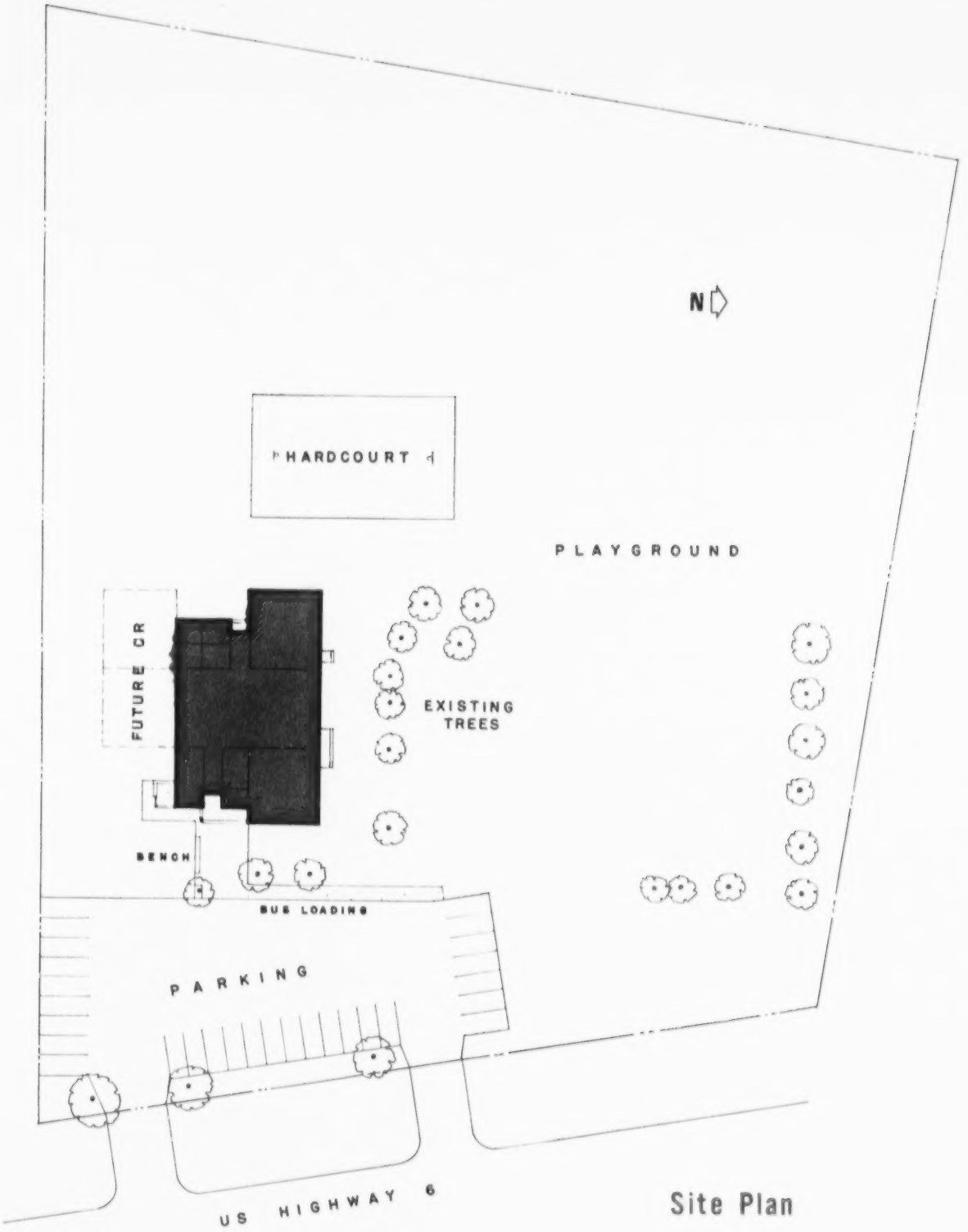
The simple plan has three classrooms and a multi-purpose room. An operable wall between the multi-purpose room and one classroom permits flexibility in the use of space. The demountable walls used to separate classroom areas can easily be removed and relocated.

Features include indirect lighting; sun control with low transmission glass; air conditioning; and movable cabinets. Exterior walls are split-face concrete block – a material almost impervious to destruction by sun and rain.

Areas for small group activities are important.



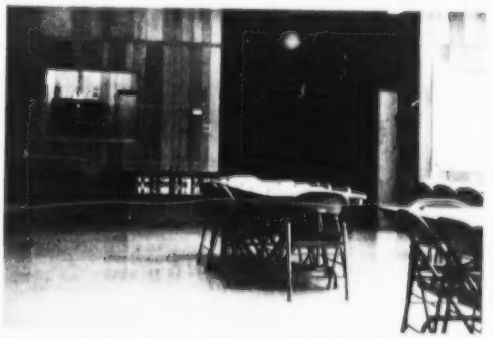
Section


N
HARDCOURT
PLAYGROUND
FUTURE CR
EXISTING TREES
BENCH
BUS LOADING
PARKING
US HIGHWAY 6

Site Plan

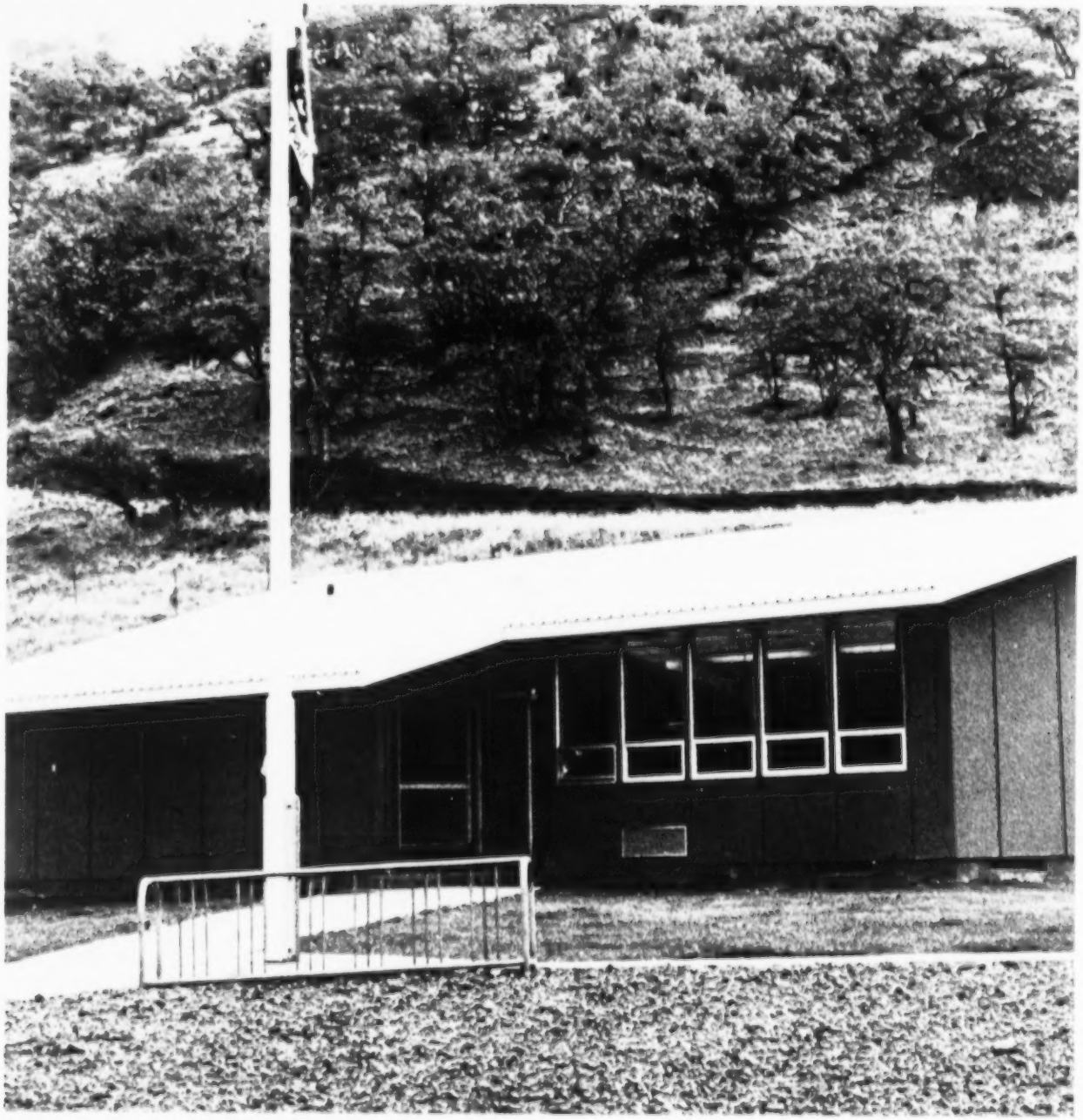
A new tower for an old bell gives the structure character.

Classrooms with modern fixtures and equipment are valuable.



Wood paneling adds warmth to the multipurpose room.

FALL CREEK ELEMENTARY SCHOOL



Location Map

FALL CREEK ELEMENTARY SCHOOL

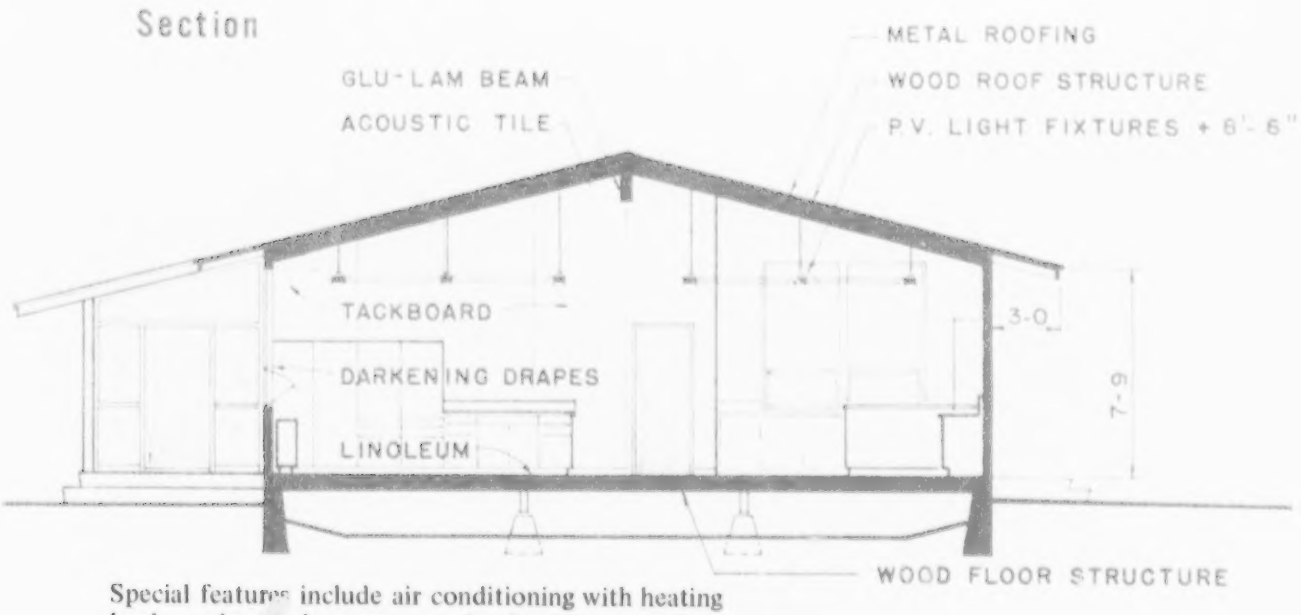
(Grades one through eight; Enrollment 81)

Fall Creek Elementary School District
Matson & Nielsen, *Architects*
William J. Wynn, *Field Representative*

A tack board wall has many uses.

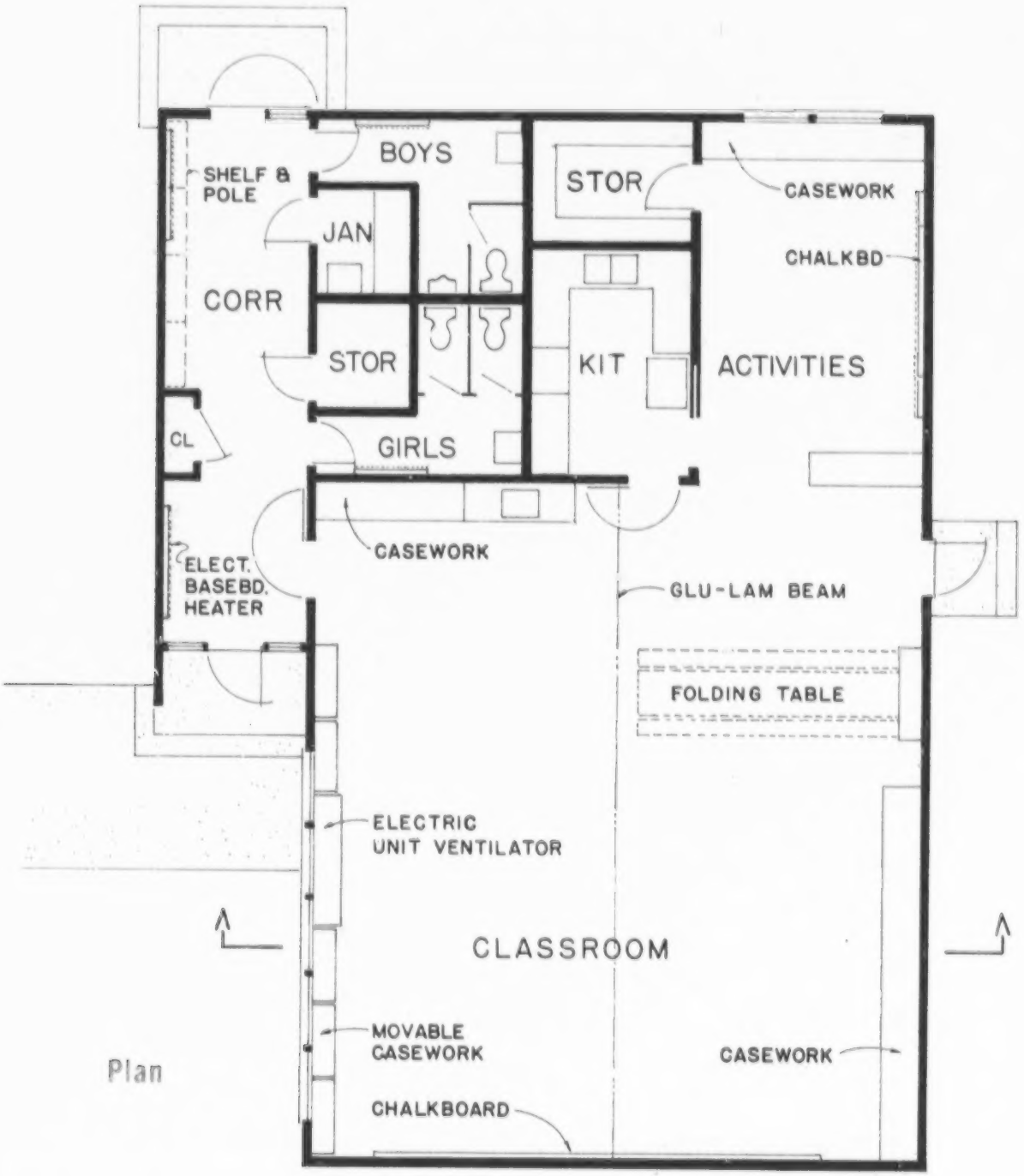
Fall Creek Elementary School is located at the head of Iron Gate Reservoir on the Klamath River. This region of Siskiyou County is scrub oak and rangeland, with an economy based on hunting, fishing, and cattle grazing.

A quiet place to study . . .

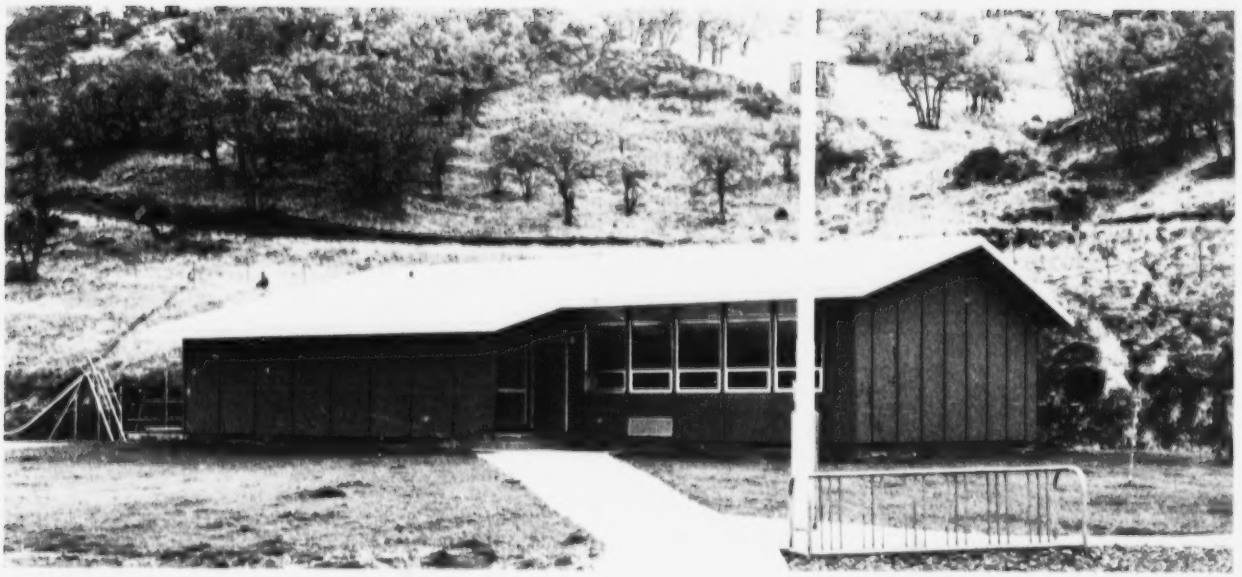


Special features include air conditioning with heating loads reduced by corrugated aluminum roofing, which reflects the sun's rays; a folding wall-table in the classroom; floor-to-ceiling tackboard wall surfaces; indirect fluorescent lighting; and natural finished cabinets.

Natural wood veneer cabinets provide warmth and character to the classroom.



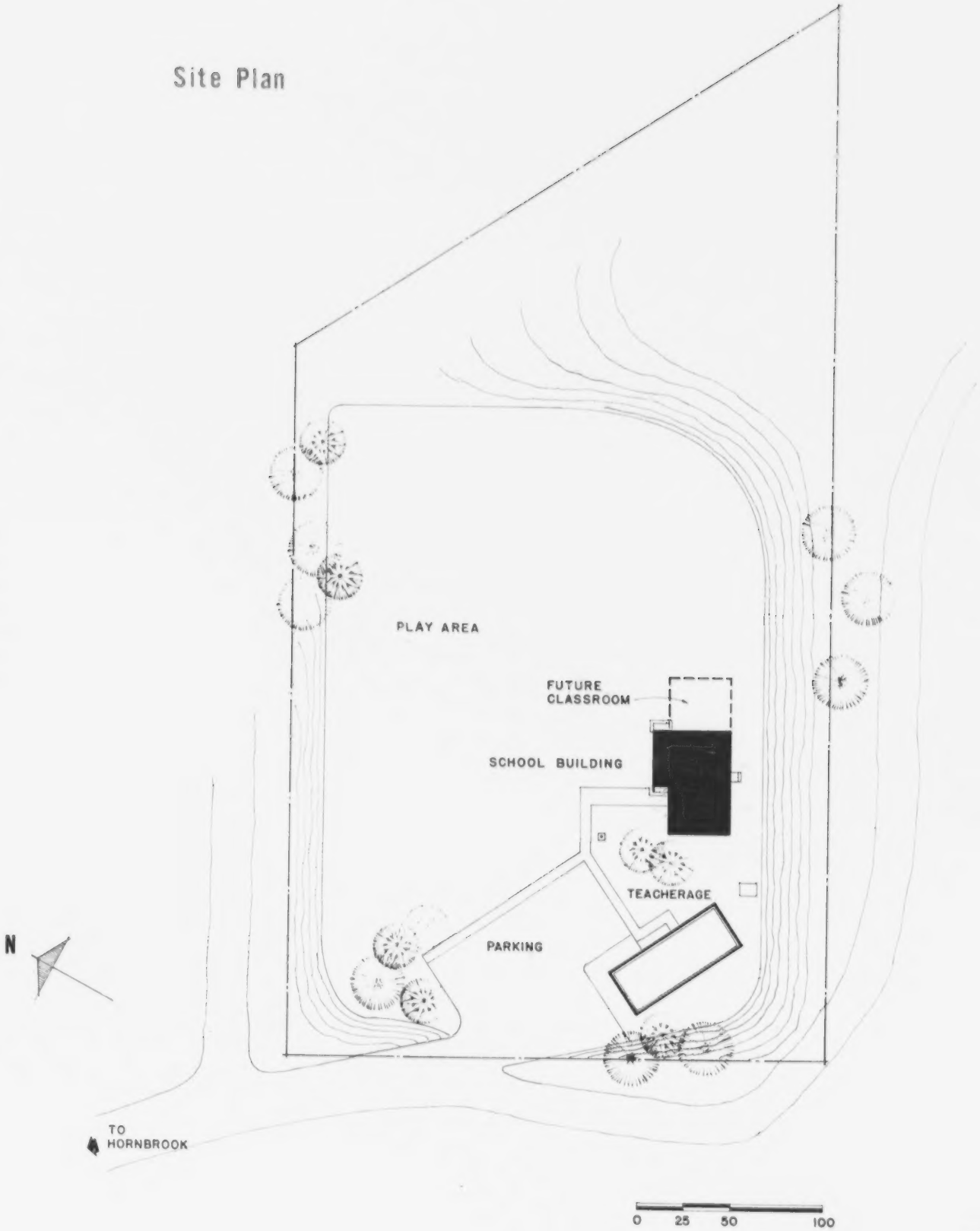
The school has a multipurpose classroom, with an alcove used for a reading center, a small preparation and serving kitchen, and a separate entrance area where pupils can remove their winter wraps and overshoes to avoid bringing snow into the classroom.



A school environment enhanced by nature . . .

"Copco op-art"

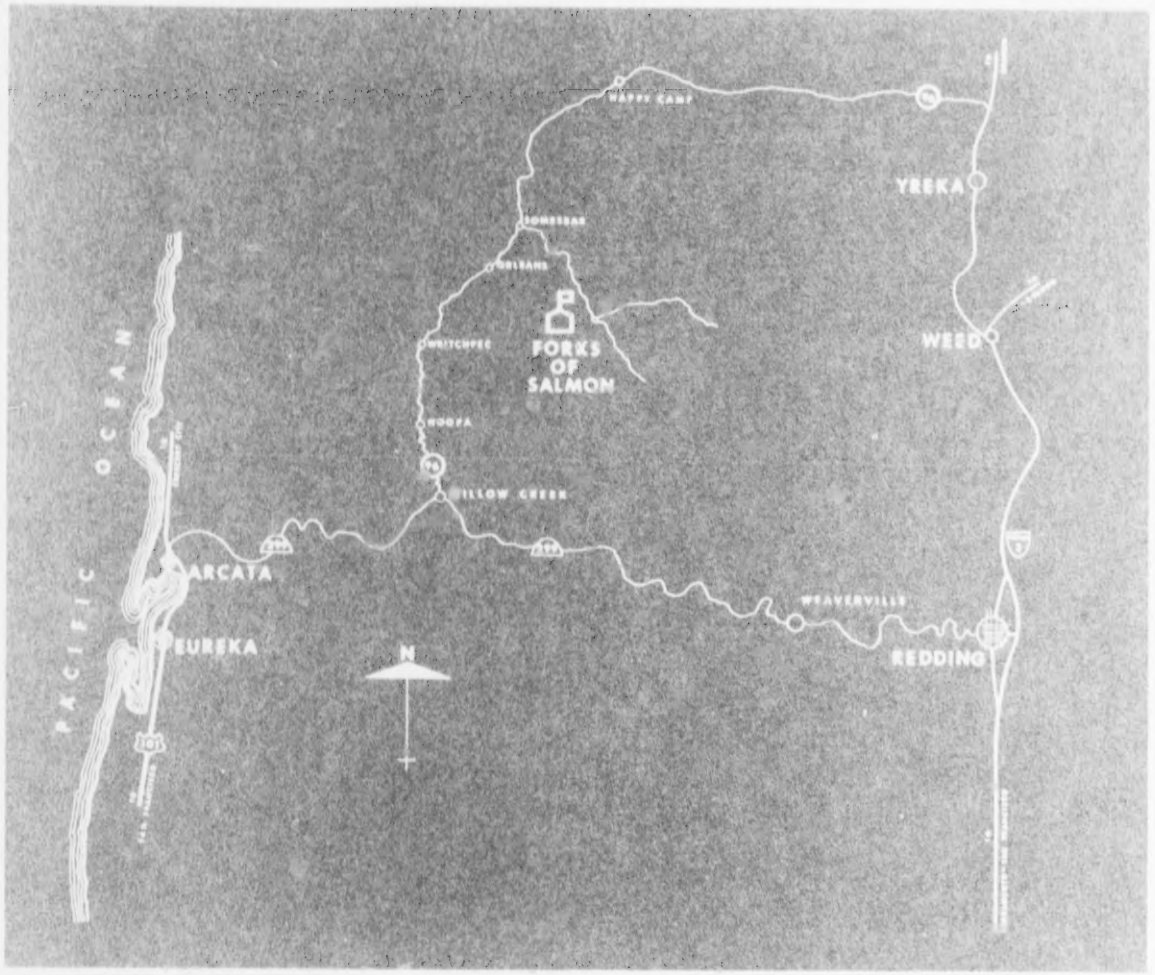
Site Plan


PLAY AREA
FUTURE CLASSROOM
SCHOOL BUILDING
TEACHERAGE
PARKING
N
TO HORNBROOK
0 25 50 100

FORKS OF SALMON ELEMENTARY SCHOOL

FORKS OF SALMON ELEMENTARY SCHOOL
Grades one through eight, Enrollment 75

Forks of Salmon Elementary School District
Smart and Clabaugh, *Architects*
James H. Osburn, *Field Representative*

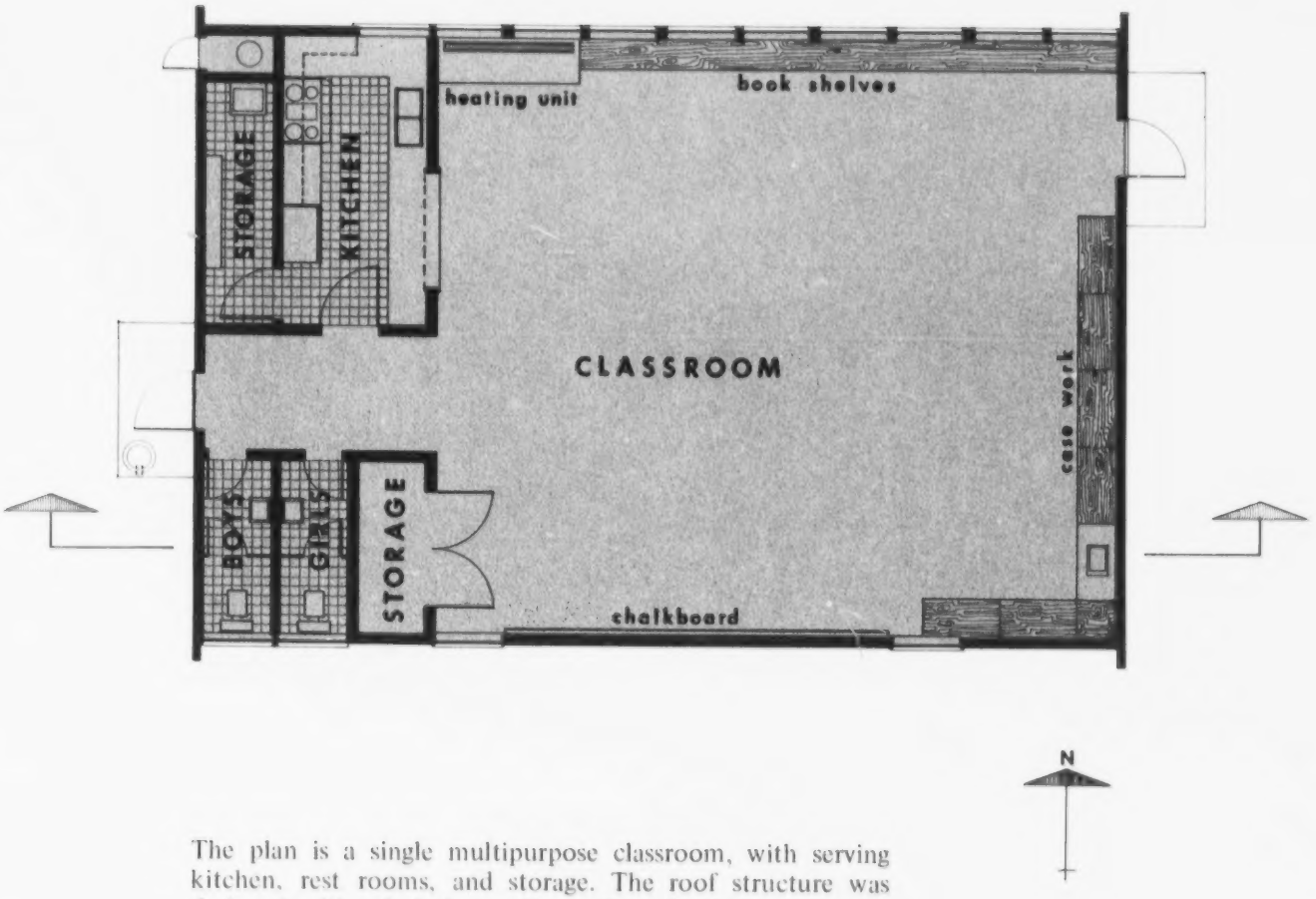


Location Map

Forks of Salmon Elementary School is located in an out-of-the-way region of Siskiyou County. The traveler to remote and somewhat primitive places occasionally comes upon examples of architecture that possess a delightful but unexpected design sophistication. An example is this country school in a dramatic setting of meadow, evergreens, and the Salmon River.

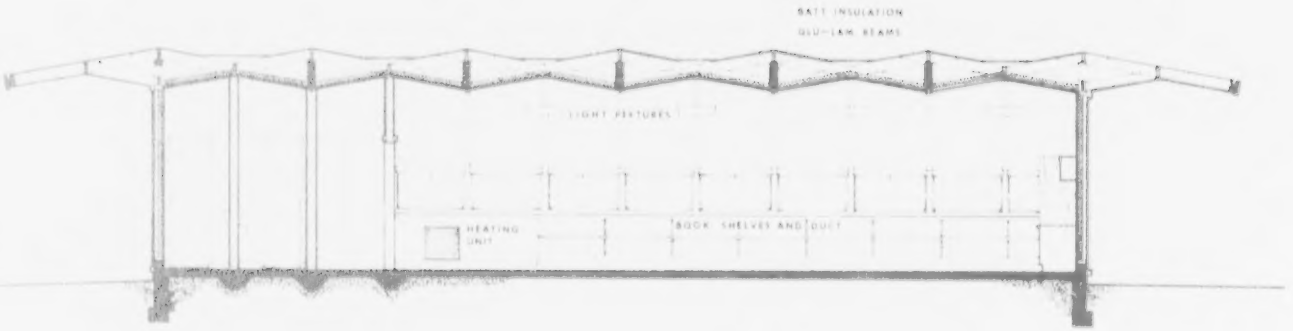
The roof design reflects an Indian motif.

Plan



The plan is a single multipurpose classroom, with serving kitchen, rest rooms, and storage. The roof structure was designed with relatively small members for easy transportation and erection at the building site.

Nature's contribution to the classroom environment.



Section

Features include indirect, fluorescent lighting fixtures mounted at uniform spacing between the ceiling folds and a complete electric power plant and water supply system. This was necessary because basic utilities of electric power and water were unavailable.

With plenty of room for growth . . .

Site Plan

LAKESIDE ELEMENTARY SCHOOL

An environment conducive to learning . . .

LAKESIDE ELEMENTARY SCHOOL

(Grades one through eight; Enrollment 81)

Lakeside Joint Elementary School District
Warren Gilbert and Associates, *Architects*
James H. Orsburn, *Field Representative*

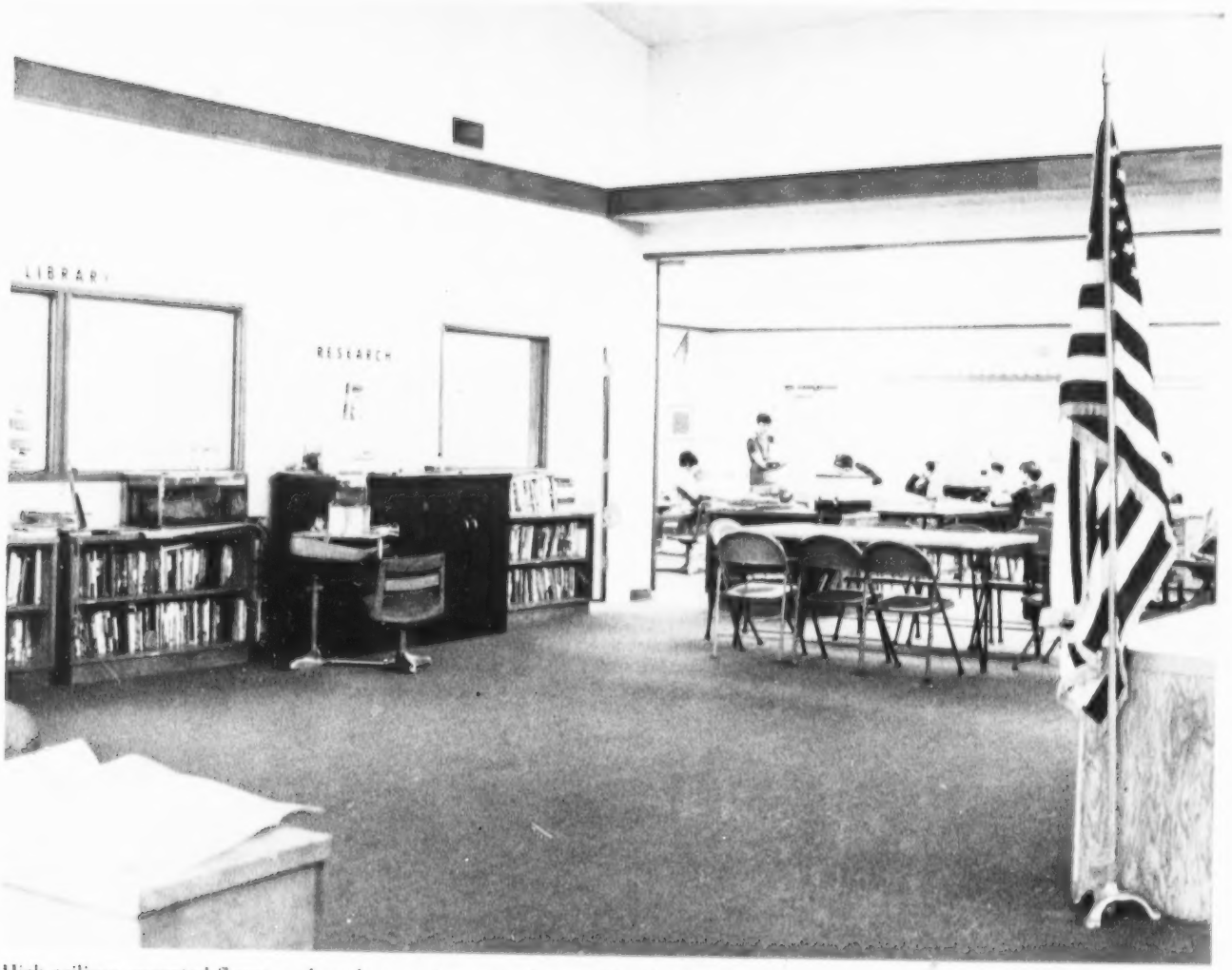
Location Map

Lakeside Elementary School is located in the Santa Cruz Mountains south of Los Gatos – a region of hills and woods within commuting distance of San Francisco Bay cities.

Our school has adequate space, good equipment, up-to-date supplies, and alert pupils.

The plan merits careful study. The corridors are enclosed to protect pupils from exposure to bad weather. The space provided for four classrooms grouped about a multipurpose center can be divided either by demountable walls, if the teacher desires seclusion, or by movable furniture when open space is desired. The plan also includes a library, a serving kitchen, and an administrative suite with a conference room that can be used for small group instruction.

Wide overhangs, exterior redwood siding, and colors selected to harmonize with redwood, bay, and madrone trees produce a school appropriate to the setting. Features include extensive use of carpets; floor-to-ceiling tackboards; a suspended ceiling with luminous area-lighters and acoustical tile; and a multipurpose room with cove and clerestory lighting.

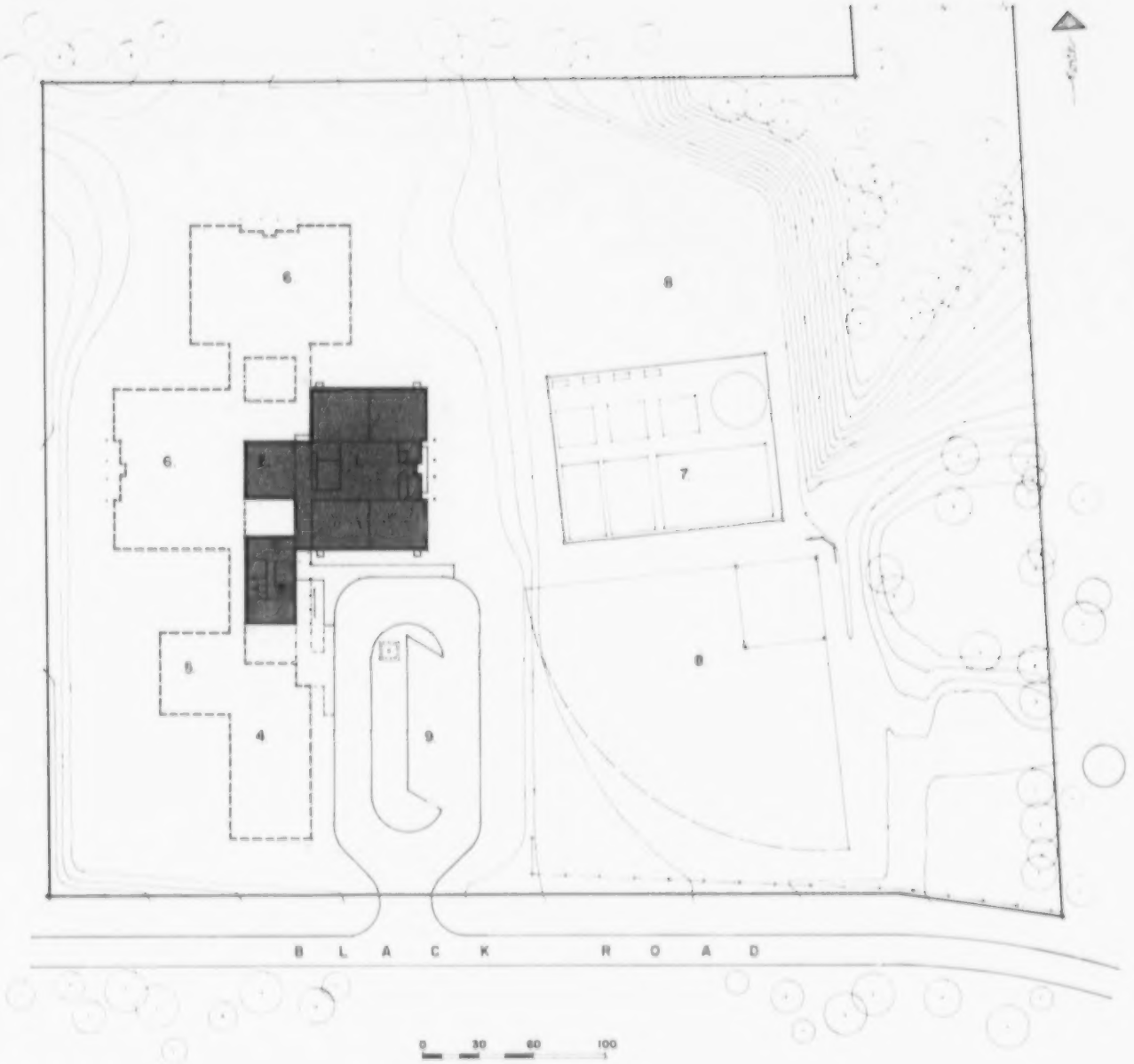


High ceilings, carpeted floors, and modern equipment make our school attractive.

KEY

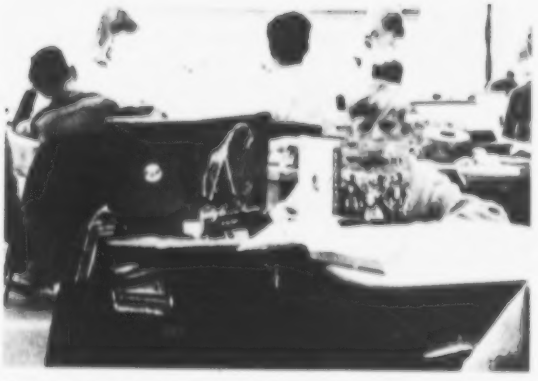
1. CLASSROOM BLDG
2. LIBRARY
3. ADMINISTRATION BLDG
4. FUTURE MULTI PURPOSE BLDG
5. FUTURE KINDERGARTEN BLDG
6. FUTURE CLASSROOM BLDGS
7. PAVED PLAY AREA
8. TURFED PLAY FIELDS
9. PARKING

Site Plan



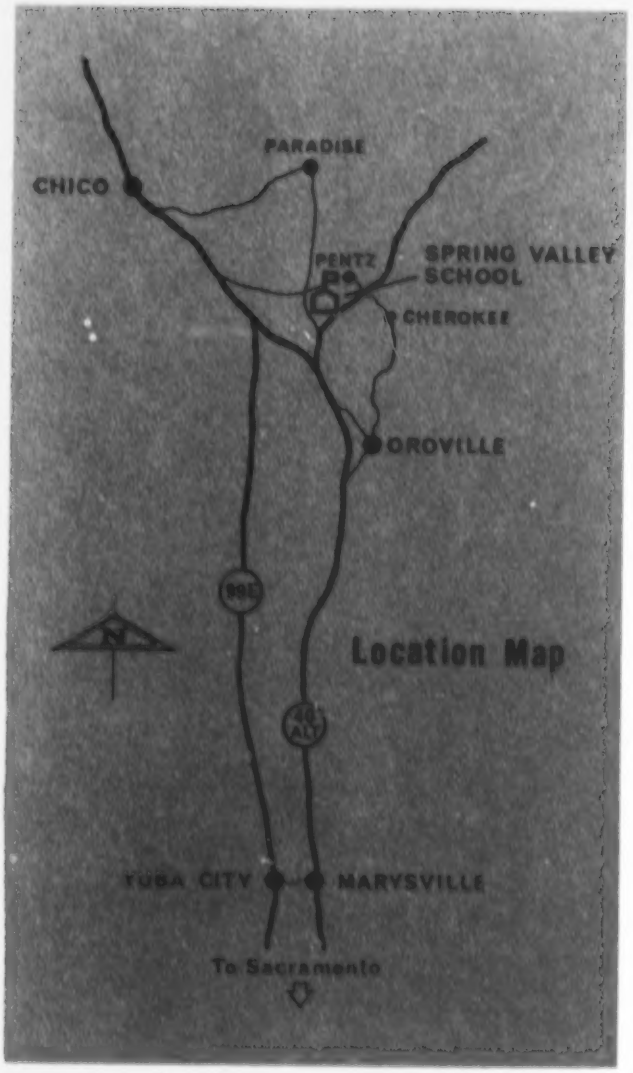
All classrooms open to the multipurpose space.

Welcome to Lakeside!

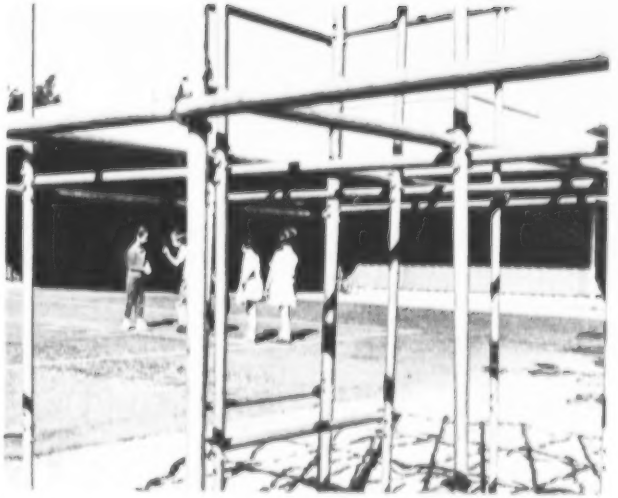


Time for reading . . .

SPRING VALLEY ELEMENTARY SCHOOL



SPRING VALLEY ELEMENTARY SCHOOL
(Grades one through five; Enrollment 33)
Golden Feather Union Elementary School District
Alan Akol and Associates, *Architects*
William J. Wynn, *Field Representative*

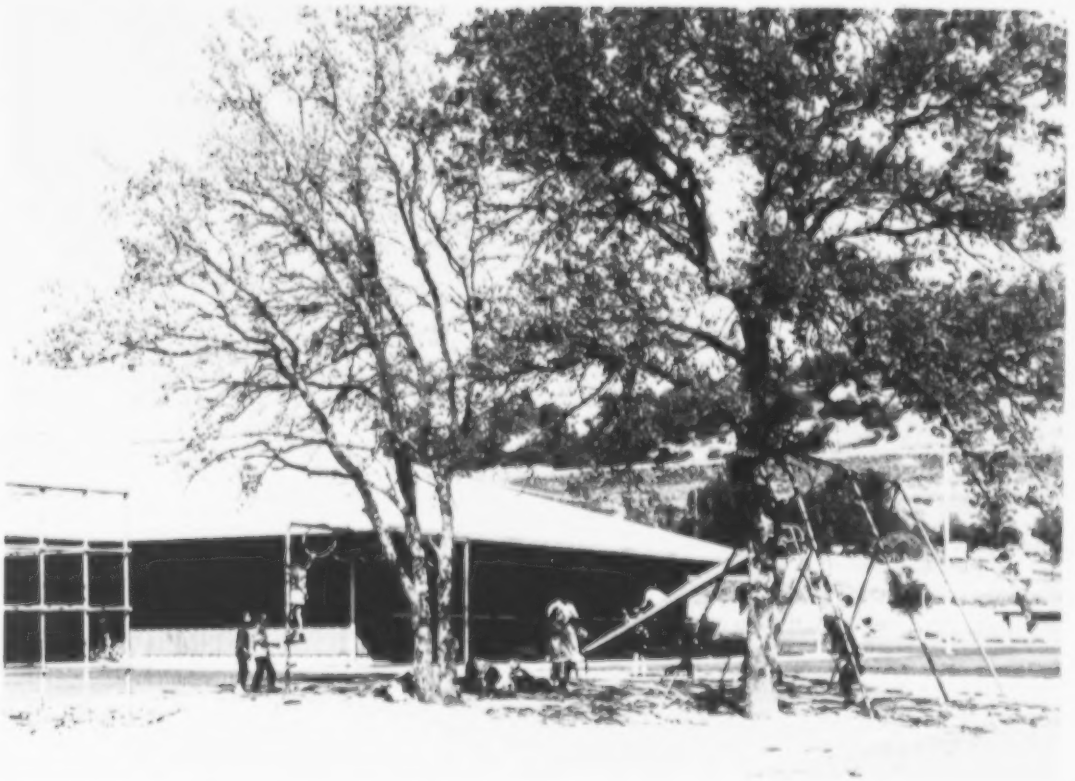


"Let's play on the jungle gym."

Where we eat, rest, and play . . .

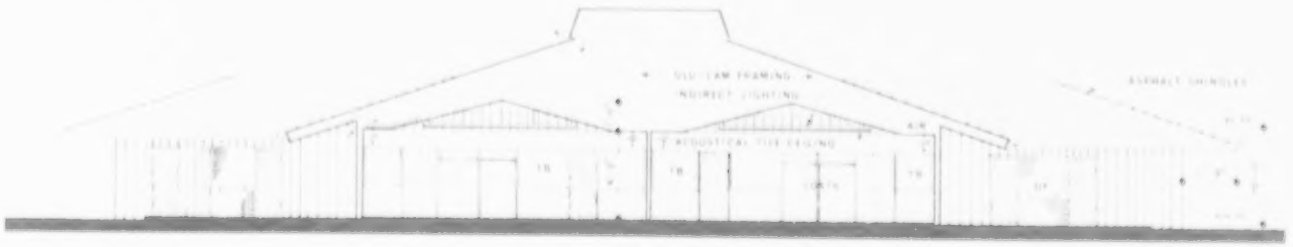
Golden Feather Union Elementary School District has a relatively high assessed valuation per pupil due to the numerous utility installations within its boundaries. This tax base enabled the district to build the Spring Valley Elementary School from accumulated general fund reserves.

Food service and eating areas are essential.

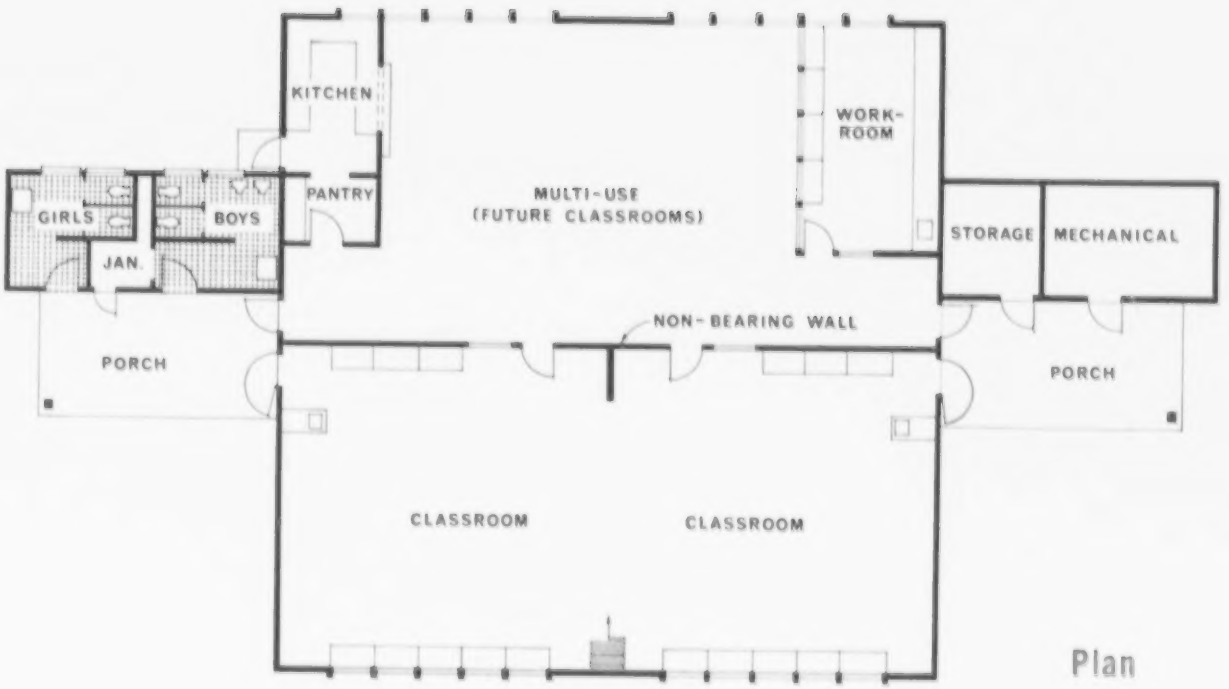


Facilities for physical education, recreation, and education . . .

Features include wide overhangs and low transmission glass to control sun and sky brightness; indirect, fluorescent lighting; heat-reflecting asphalt shingles; and air conditioning. Carpets and movable cabinets are used extensively in the instructional areas. Interior wall surfaces are used as tackboard.



Section



Plan

The floor plan is a 60′ x 60′ open space divided by nonbearing walls to form two classrooms and one large multipurpose space served by a workroom and serving kitchen. (Prepared food is brought to this kitchen from another school.) The folding wall that separates the two classrooms may be folded to make one large area for team teaching.

Man's and nature's contributions harmonize.

It is important to have a clean, well-lighted lunch area.

The exterior, with naturally stained board-and-batten siding, hip roofs, broad overhangs, and residential scale, provides a school shelter appropriate for little children.

SPRING VALLEY ELEMENTARY SCHOOL

SPRING VALLEY ELEMENTARY SCHOOL
Grades One through Eight Enrollment 431

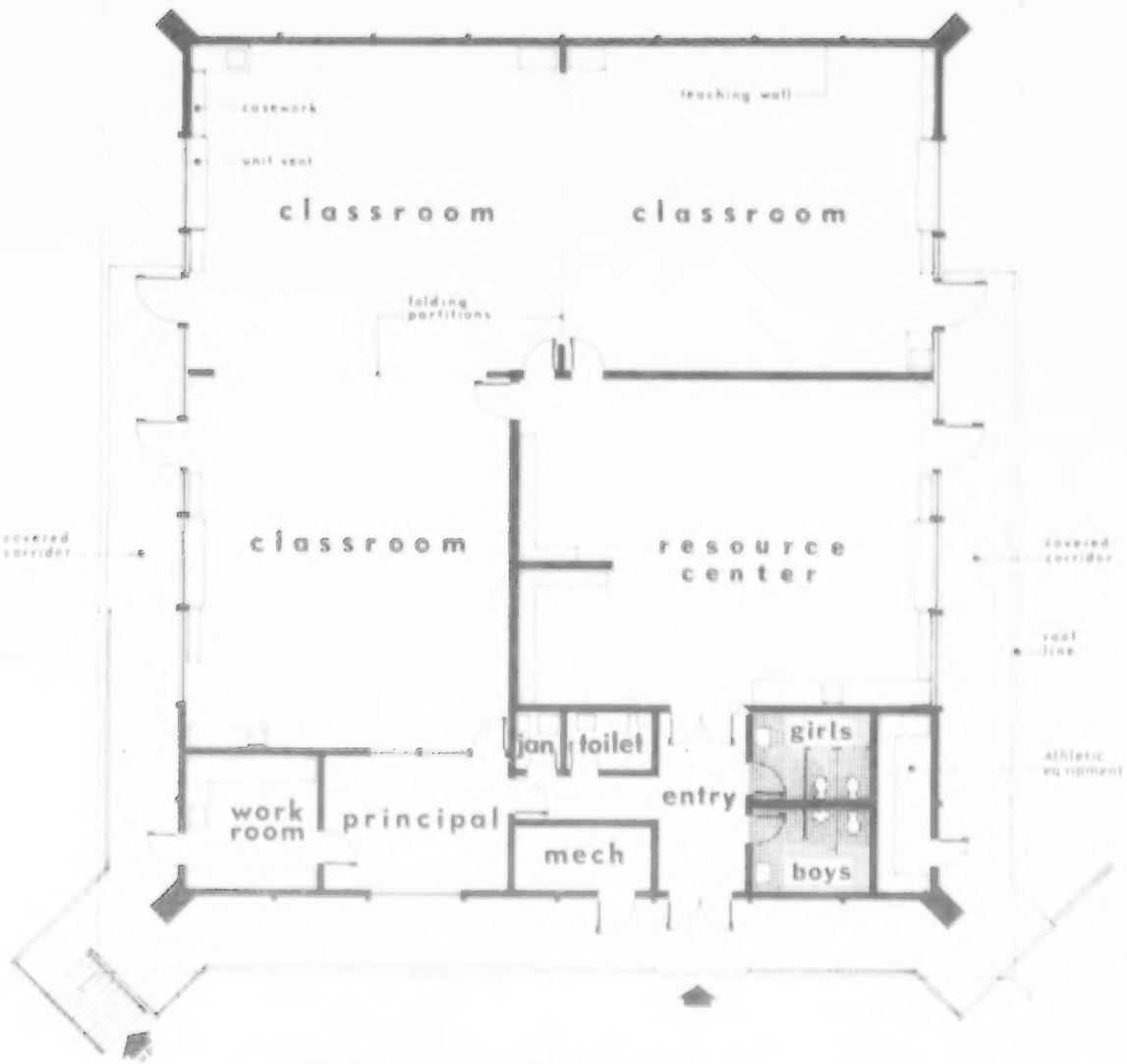
Spring Valley Elementary School District
Walter Wagner and Partners, *Architects*
Willis J. Martin, *Field Representative*

Where man learns to conquer all he views . . .

The education program is varied.

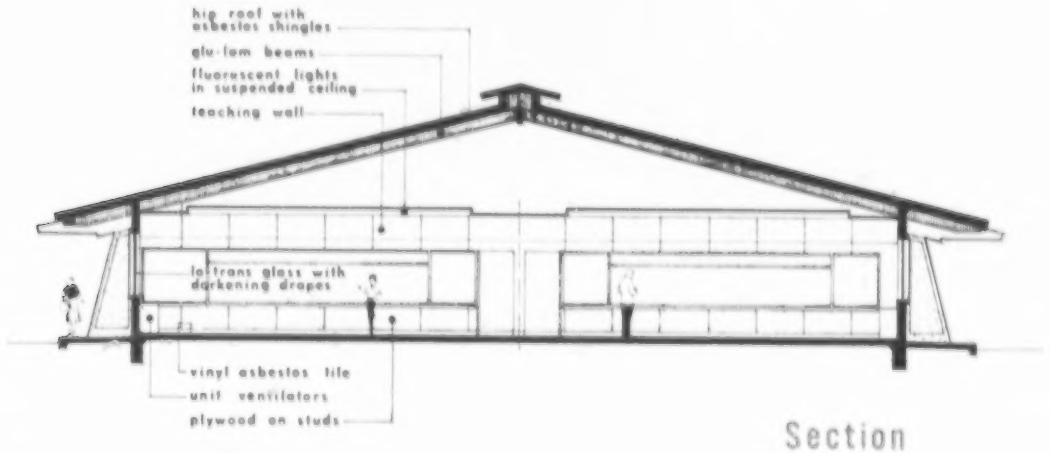
Spring Valley Elementary School stands as a rugged sentinel overlooking the rolling foothills of the Sierra Nevada Mountains between Fresno and Yosemite Valley in Madera County. The building shelf and foundation trenches were blasted from granite, which lies under a thin veneer of soil.

Plan



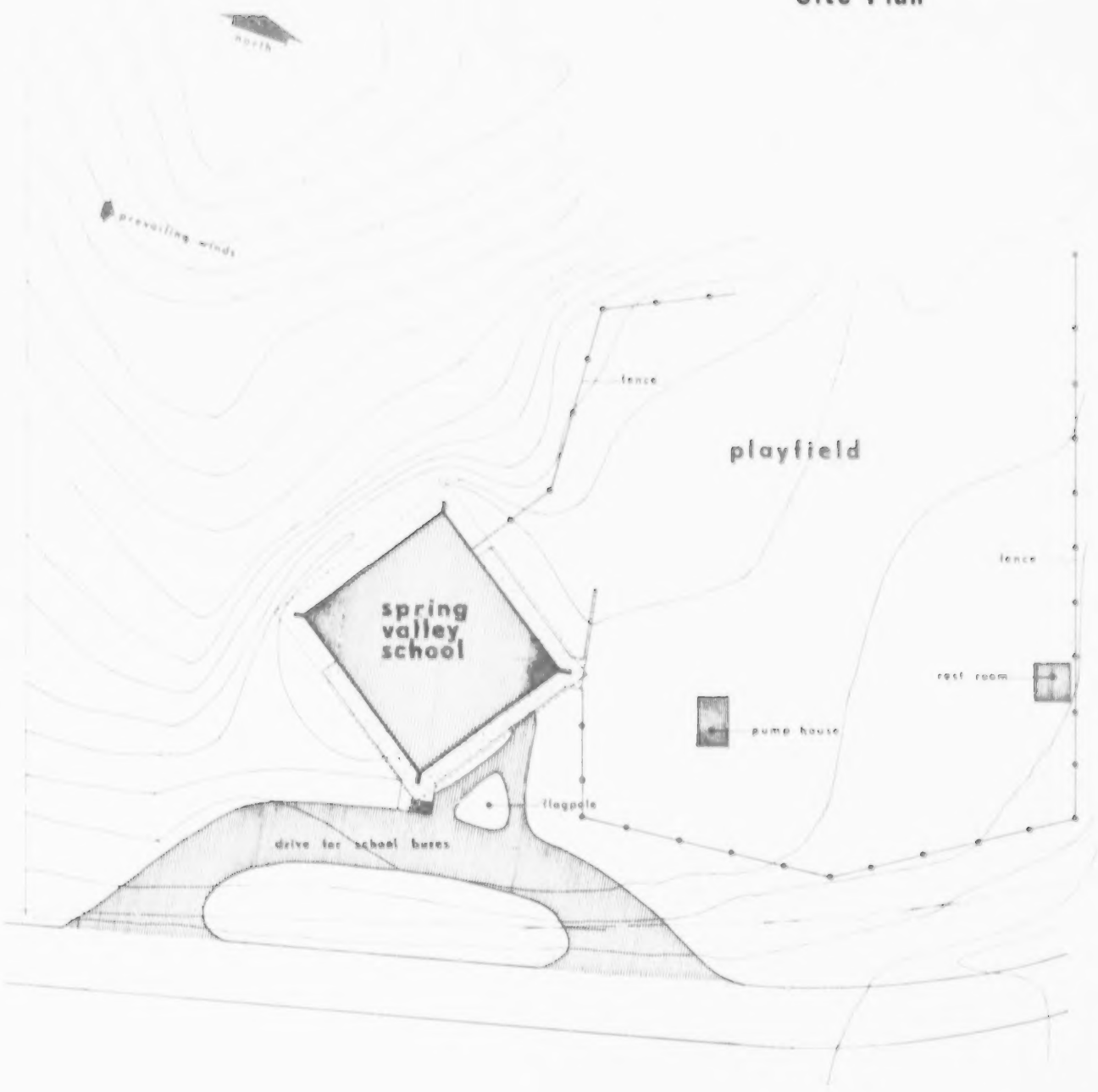
The building is a large single enclosure framed by concrete buttresses at the four corners which support glu-lam hip girders. This design creates an open shell without interior bearing walls. The present location of the interior partitions divides the space into a small administrative unit with office and workroom, an entryway bordered by rest rooms, and a resource room for library materials. The remaining space, equivalent to three classrooms, is partitioned with folding walls and movable cabinets.

Where individuals pursue their own interests . . .



Section

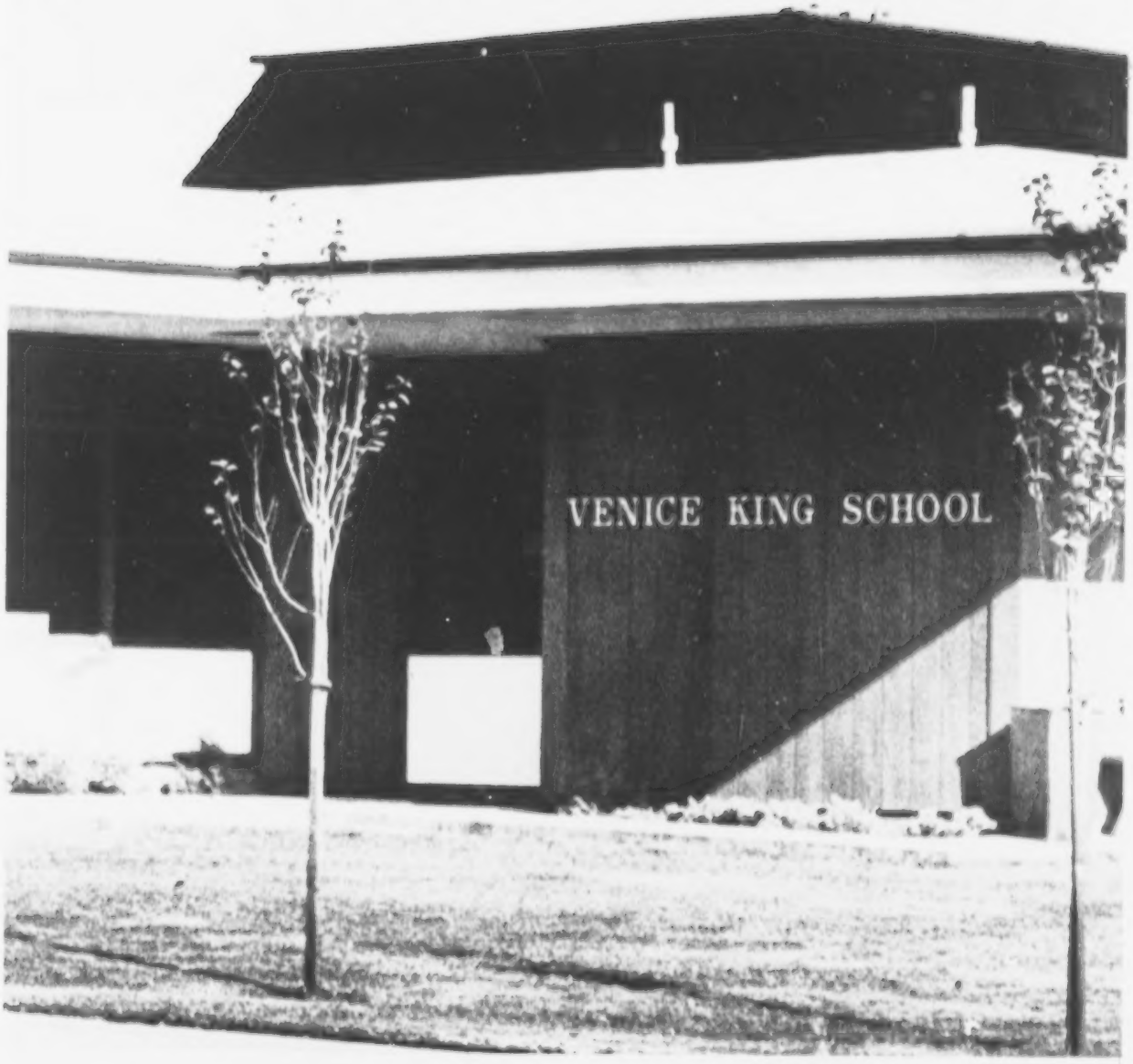
Site Plan


north
prevailing winds
fence
playfield
fence
spring
valley
school
rest room
pump house
flagpole
drive for school buses

Areas designed to meet program needs . . .

'Tis the holiday season, but business goes on.

VENICE KING ELEMENTARY SCHOOL



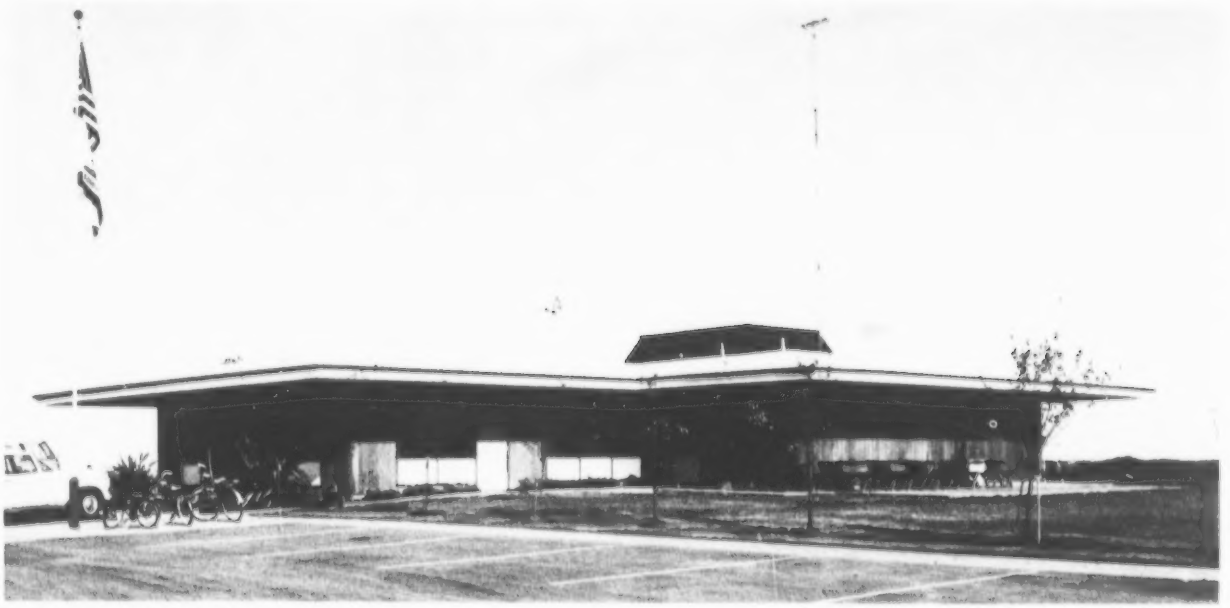
Location Map

VENICE-KING ELEMENTARY SCHOOL
(Grades one through eight; Enrollment 30)

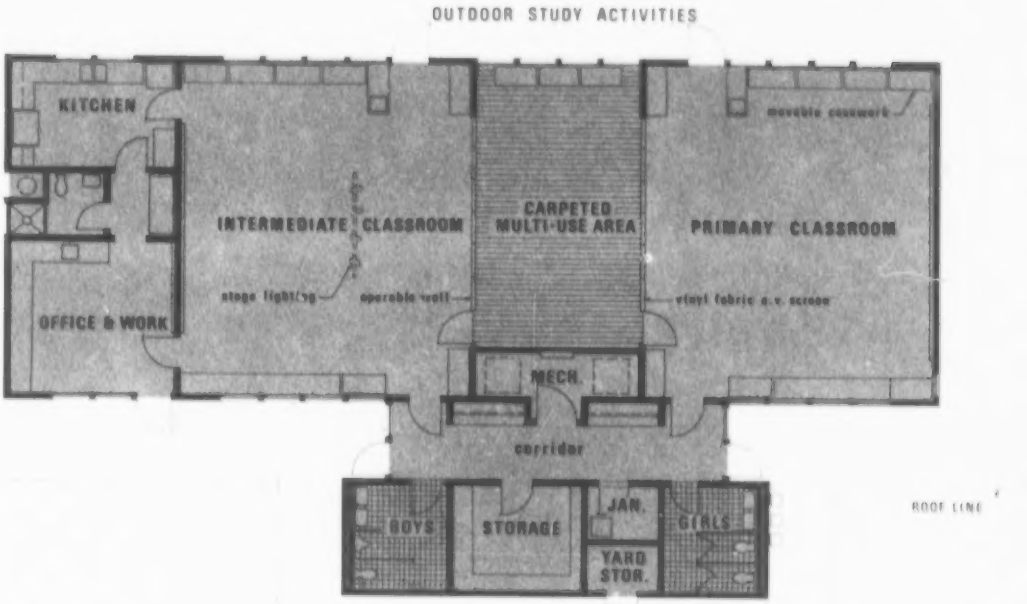
Lodi Unified School District
McGuire & Eatough, *Architects*
Willis J. Martin, *Field Representative*

Venice-King Elementary School is located on an island in the Sacramento Delta – a vast land of scenic waterways and swamps that drain into San Francisco Bay. King Island is composed of light peat soil that will not support a building with normal foundations; therefore, a raft foundation was engineered to float the school on the spongy earth.

An enriched classroom environment . . .

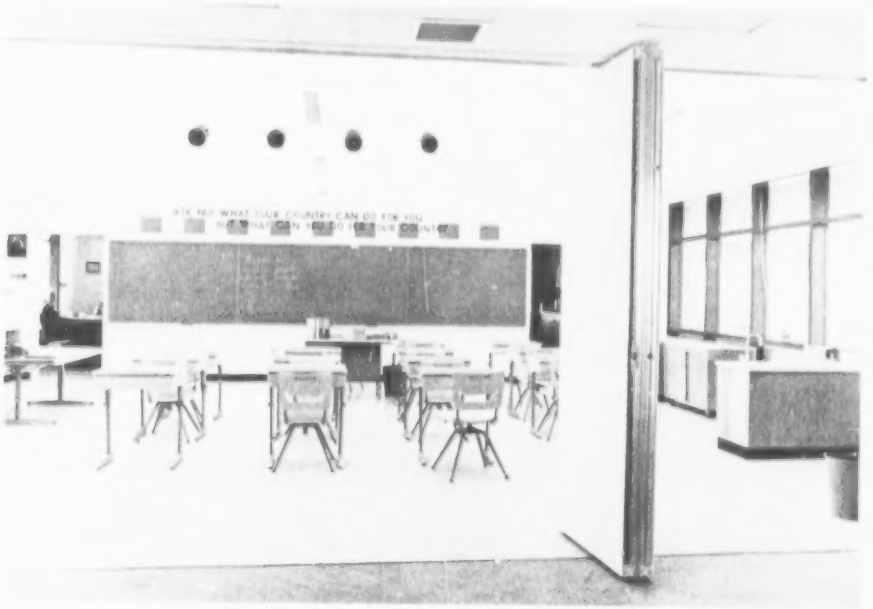


An attractive facility for community activities . . .



Plan

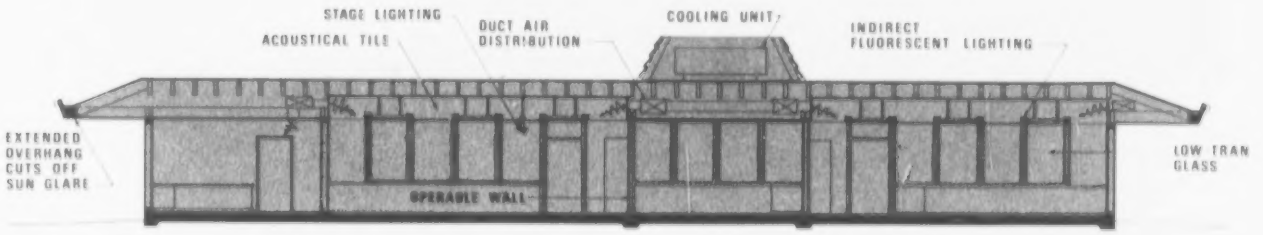
The central space between classrooms is carpeted and furnished to serve as a library when both walls are folded, and as a platform stage when only one wall is folded. These folding walls are designed as audiovisual screens and stage backdrops (note the stage lighting). When both folding walls are extended, this central space can be used as a small group instructional area, a music room, or a board meeting room. The kitchen is designed as a home economics instructional area and as a kitchen and service facility for the lunch program and community activities.



A flexible education program requires flexible facilities.

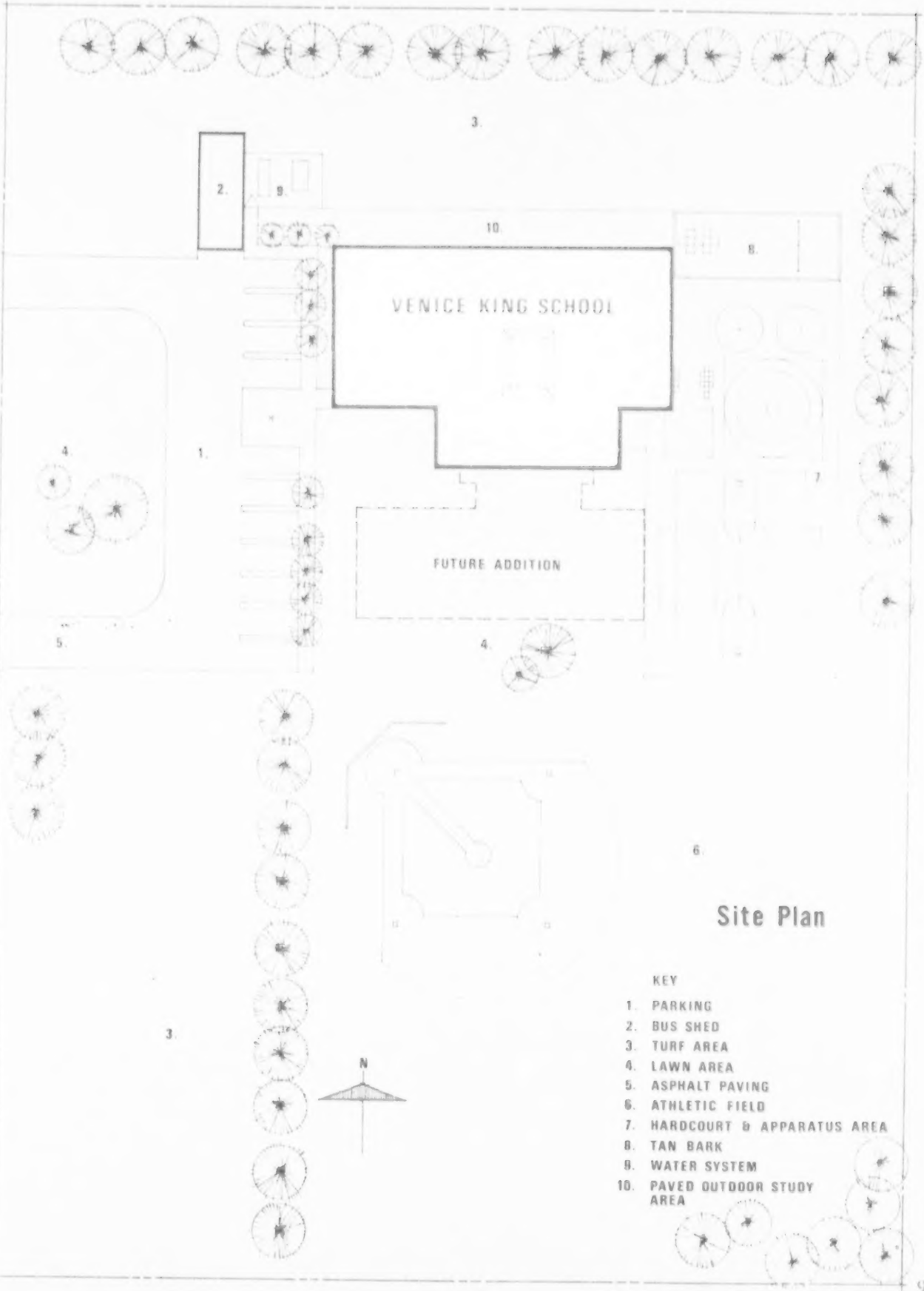
Climate control has been given a high design priority. Air conditioning is a necessity because of hot, humid weather. The system is balanced so that inside air pressure is slightly greater than the outside atmospheric pressure. This prevents seepage of peat dust into the building. White reflective roofing and broad overhangs reduce solar heat.

Instruction to meet individual needs . . .



Section

Attractive displays enrich the classroom environment.



Site Plan

KEY

1. PARKING
2. BUS SHED
3. TURF AREA
4. LAWN AREA
5. ASPHALT PAVING
6. ATHLETIC FIELD
7. HARDCOURT & APPARATUS AREA
8. TAN BARK
9. WATER SYSTEM
10. PAVED OUTDOOR STUDY AREA

The architects who designed the schools described in this publication provided the drawings.

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